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ABSTRACT

Designed to lend support to South Carolina's mandated language arts goals and objectives and to provide a tool flexible enough to meet the needs of a changing society, this curriculum guide describes an integrated sequence of instruction in reading, writing, listening, speaking, and observing from kindergarten through grade 12. After a brief introduction to the program's philosophy and purpose, the guide presents an overview of its scope and sequence, describing when objectives should be introduced, developed, and maintained. It then presents five sections that provide specific skills lists for kindergarten through grade 12. The major section of the guide contains the program's management system. Introduced by a glossary of language arts terms, a bibliography of helpful materials, and an index of skills and activities, this part of the guide presents a series of speaking, listening, and reference/study/media activities designed to test student skills at specific grade levels. Extensive appendixes include lesson plans, booklists, evaluation instruments, vocabulary lists, and descriptions of student language arts projects. (MM)

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ED239305

LANGUAGE ARTS CURRICULUM GUIDE

Lexington District #2
715 Ninth Street
West Columbia, South Carolina 29169

1982

Dr. C. Eugene Hardin
Superintendent

This guide and management system has been reviewed by the South Carolina State Department
of Education and has met the basic skills legislation requirements.

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HISTORY AND ACKNOWLEDGMENTS

In education as in any profession, growth and improvement often occur as a result of assessing needs and making provisions to meet those needs. In the 1979-80 school year teachers of the district voiced their concern about the uncoordinated, fragmented structure of the various language arts programs in the schools. They were concerned that the lack of continuity and coordination were hindering efforts to upgrade the instructional program. The need for a coordinated curriculum was also made apparent with the advent of the state-mandated basic skills competency testing program. This curriculum is a response to these needs.

In the fall of 1980, responding to these concerns, the district administration appointed a steering committee to begin formulating plans for a Language Arts Curriculum Guide for Lexington District Two. This steering committee, comprised of one representative from each school in the district, met periodically during the school year. As a result of their work, a writing committee of six members was selected from teacher applicants within the district who designed a pilot curriculum guide in the summer of 1981. This guide was field tested during the 1981-82 school year in all schools of the district. Sessions were held periodically throughout this school year for the purpose of evaluating the guide and soliciting suggestions from teachers using it. In the summer of 1982 this input was used to revise and expand the pilot document into a final curriculum guide to be ready for full implementation in the fall of 1982.

PHILOSOPHY

Lexington County School District #2 believes that a Language Arts Curriculum begins with the student and his inherent natural language. The function of the school's curriculum is to help him expand his oral and written language in a non-threatening atmosphere. It is also the school's responsibility to help students become more flexible in the use of language in all the areas of communication: reading, writing, listening, speaking and observing. Language Arts, therefore, should be taught as an integrated discipline incorporating all areas of communication consistently in order to be most beneficial to students.

SPECIFIC PURPOSES OF THIS CURRICULUM GUIDE

1. To insure continuity and sequence of language arts instruction from Kindergarten through Grade 12.
2. To lend support to the state-mandated language arts goals and objectives.
3. To provide a practical tool which must be revised periodically to meet the future needs of a changing society.

INTRODUCTION

This curriculum guide is based on several premises intrinsic to a successful language arts program. These premises are:

1. Language Arts incorporates many areas of learning. The various skills involved in reading, writing, listening, and speaking are not complete in isolation but must be integrated in order to enable the student to communicate effectively. In addition, language arts skills must be reinforced by other subject area teachers.
2. This guide is to be used as a framework for instructional continuity and is not meant to infringe on the creativity and autonomy of the individual teacher. Rather, the purpose of the guide is to support the teacher's efforts to order an often fragmented subject.
3. This curriculum guide provides basic learning objectives rather than maximum standards and suggests activities for achieving these objectives. Teachers should challenge those students who exhibit greater proficiency than the guide suggests.
4. Classrooms are set up to be conducive to learning, and classroom teachers are committed to success-oriented techniques of teaching. However, students and parents must accept their responsibility in the learning process.
5. The student is the heart of any curriculum; therefore, it is the purpose of this guide, and the responsibility of those who use it, to accept each student at his* functioning level and help him to progress as far as his abilities will allow.
6. The success of this curriculum depends on the support of administrators and supervisors at all levels in the district.

*For simplification, the masculine pronoun is used throughout this guide to refer to both sexes.

ACKNOWLEDGMENTS

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UPDATE ON WRITING

A large part of any language arts curriculum involves the teaching of writing skills. Based on this fact, the following are statements concerning writing instruction which were compiled from current research findings.

1. Writing is not just a matter of recording speech. It is far more complex than speaking and involves such intellectual activities as selecting and ordering information. As students already know, "It's hard."
2. Recent research shows that teaching grammar in isolation does not improve writing. Students must generate their own sentences and paragraphs and must receive critical feedback on their writing for improvement to occur.
3. The integration of reading, listening, and speaking skills with writing is essential. Therefore, pre-writing activities are a necessary part of the curriculum.
4. No one writes well if he is threatened or scared; consequently, teachers need to make writing less intimidating. One means to do this is by not calling attention to every error on a page but, instead, noting one or two patterns of error for the student to correct.
5. The only way to improve writing is by writing. Sheer quantity, however, without constructive criticism does not improve writing. Awareness of voice and audience only comes after much experience. Writers must constantly revise and edit their work in order to improve it.
6. Writing, as well as reading, is more likely to improve if the student sees these activities directly related to his own experiences.
7. The best way to improve a student's writing is through individual student/teacher conferences; working with another student or in small groups may be the second-best way.
8. Reading written work aloud attunes students to the sound of their own writing.
9. Providing recognition and outlets for students' writing fosters pride and encourages further writing. Bulletin boards, class collections of writing, school papers and literary magazines as well as state and national writing contests are all useful outlets.
10. Cooperation among English teachers makes everyone's job easier. Teachers can exchange class papers for evaluation, share ideas for writing assignments, and enlist each other's classes as evaluators of papers.
11. Folders that preserve a student's writing samples over the semester or year are useful for teacher, parent, and student evaluation of his work.
12. Setting a good example by doing at least some of the writing assignments with the class helps persuade students that writing is important. And if the teacher can read her own poems and stories to the class, a common bond is forged between fellow writers.

UPDATE ON TEACHING WRITING!

- Even very young school age children whose knowledge of letter formations and spelling abilities are limited *can* and *should* write.
- Regular and meaningful writing benefits reading skills.
- Children write more effectively if they write for some purpose or audience.
- Oral language processing of the ideas and content being expressed should precede writing and occur during writing. (Prewriting)
- Writing for a purpose and an audience can lead children to recognize a logical need for revising their writing.
- Teacher and peer conferences with the writer are appropriate means of helping children process their writing orally and progress from first drafts to revised versions.
- Holistic and primary trait scoring are useful means of assessing the writing of children and the writing program.

WRITING IS A PROCESS!

The writing process is similar regardless of the age and purpose of the writer. The steps of the process include:

1. Pre-writing *Thinking, ruminating, brooding, day-dreaming, sketching, scribbling, sharing.*
2. Drafting *Pencil hits paper. Writer gets all thoughts down on paper before they are lost.*
3. Revising *Go back over writing. Look at it in different ways. Change content to make it say exactly what you intended to say.*
4. Editing *Clean up your creation. Spelling, handwriting, punctuation, margins and other last minute changes.*
5. Publishing *Present to an audience. The final product is shared in some way. Methods could include newspapers, school publications, bulletin boards, etc.*

SCOPE AND SEQUENCE

READING: Scope and Sequence

introduce

develop

maintain

Obj.	The student will:	K	1	2	3	4	5	6	7	8	9	10	11	12
1	1. Recognize upper and lower case letters.													
1	2. Identify and use basic sight words.													
1	3. Identify and use basal words at appropriate instructional level.													
1	4. Use context clues.													
1	5. Recognize word relationships (synonyms, antonyms, homonyms, multiple meanings).													
1	6. Recognize and use consonant sounds.													
1	7. Recognize and use vowel sounds.													
1	8. Recognize and use structural clues.													
2	9. Follow directions.													
2	10. Recall specific details.													
2	11. Recall and plot sequence.													
2	12. Use punctuation as a guide to meaning.													
2	13. Recognize and use word referents.													
2	14. Identify uses of special type.													
2	15. Recognize levels of usage and dialect.													
3	16. Identify main idea (restated, paraphrased, inferred).													
3	17. Make comparisons and contrasts.													
3	18. Determine cause and effect.													
3	19. Draw conclusions.													
3	20. Predict outcomes.													
3	21. Classify and categorize.													
3	22. Distinguish realism from fantasy.													
3	23. Determine author's purpose.													
4	24. Use dictionary.													
4	25. Use parts of books and magazines.													
4	26. Use encyclopedia.													
4	27. Select an appropriate book for independent reading.													
5	28. Recognize nature of information (forms and types).													
5	29. Recognize elements.													
5	30. Recognize and interpret rhetorical devices.													
6	31. Read silently with comprehension.													
6	32. Read orally with expression and comprehension.													
3	33. Distinguish fact from opinion.													
3	34. Summarize.													
3	35. Interpret analogies.													
2	36. Vary reading rates and methods according to purpose/difficulty.													
2	37. Apply comprehensive skills to practical information.													
3	38. Evaluate reliability of sources.													
3	39. Recognize supporting details.													
3	40. Distinguish between denotation and connotation.													
3	41. Recognize and evaluate propaganda techniques.													
3	42. Identify author's audience.													
4	43. Use Reader's Guide.													
3	44. Determine logical and illogical reasoning.													
3	45. Evaluate literature critically.													

WRITING: Scope and Sequence

introduce

develop

maintain

Obj. The student will:

		1	2	3	4	5	6	7	8	9	10	11	12
1	1. Use manuscript.												
1	2. Use cursive.												
1	3. Proofread writing form.												
2	4. Demonstrate phonetic/non-phonetic and structural rules in spelling.												
2	5. Demonstrate correct use of capital letters.												
2	6. Recognize and use punctuation.												
3	7. Recognize nouns and their uses.												
3	8. Recognize verbs and their uses.												
3	9. Recognize pronouns and their uses.												
3	10. Recognize adjectives and their uses.												
3	11. Use correct SV agreement in tense and number.												
4	12. Write complete sentences.												
4	13. Write a well organized composition using the writing process.												
4	14. Write for practical purposes.												
4	15. Write in different forms.												
4	16. Write in different modes.												
3	17. Recognize adverbs and their uses.												
3	18. Recognize and use connecting words.												
3	19. Recognize and use interjections.												
3	20. Recognize and use appropriate levels of usage.												
3	21. Choose the right word.												
3	22. Avoid dangling and misplaced modifiers.												
3	23. Use parallelism.												
3	24. Recognize and use verbals.												
4	25. Do research and report findings.												
4	26. Write a précis.												

LISTENING: Scope and Sequence

introduce

develop

maintain

Obj.	The student will:	1	2	3	4	5	6	7	8	9	10	11	12
1	1. Demonstrate attention span appropriate to age level.												
1	2. Know when to listen and when to speak.												
1	3. Listen to and look at the person who is talking.												
2	4. Recognize common sounds in environment.												
2	5. Differentiate consonant sounds.												
2	6. Differentiate vowel sounds.												
2	7. Recognize similarities in rhyming words.												
2	8. Recognize correct word usage and grammatical form.												
2	9. Recognize use of unconventional pronunciation.												
2	10. Recognize use of dialect.												
3	11. Follow oral directions.												
3	12. Listen for details.												
4	13. Listen for main idea.												
4	14. Make inferences about passages read aloud.												
2	15. Distinguish between sounds in closely pronounced words.												
3	16. Listen for sequence.												
4	17. Listen to summarize.												
4	18. Use context clues in listening.												
2	19. Differentiate among dialects.												
2	20. Identify unconventional pronunciations.												
2	21. Recognize the misuse and mispronunciation of words.												
4	22. Distinguish between fact and opinion.												
4	23. Recognize fiction.												
4	24. Recognize propaganda.												
4	25. Recognize relevance of material to the topic.												
2	26. Recognize sound devices in poetry and prose.												
3	27. Listen for topic sentence.												
4	28. Make comparisons and contrasts.												
4	29. Interpret figurative language.												

maintain

1 2 3 4 5 6 7 8 9 10 11 12

15

REFERENCE/STUDY/MEDIA: Scope and Sequence

introduce

develop

maintain

Obj. The student will:

		1	2	3	4	5	6	7	8	9	10	11	12
1	1. Participate in media center orientation.												
1	2. Exhibit acceptable media center behavior and awareness of rules and procedures.												
1	3. Check out materials.												
2	4. Use reference materials.												
2	5. Use card catalog and Dewey Decimal System.												
2	6. Apply skills of using parts of books and magazines.												
3	7. Read for a definite purpose.												
4	8. Use basic study techniques.												
4	9. Apply test taking strategies.												
5	10. Use visual and audio equipment.												
5	11. Design, produce, and present media project.												
6	12. Analyze print and nonprint media and their unique effect on their audience.												
3	13. Choose and limit a topic.												
3	14. Locate and organize materials on a specific topic.												
3	15. Summarize and paraphrase information from various topics.												
3	16. Apply skimming and scanning skills.												
3	17. Take accurate notes.												
3	18. Compile a bibliography.												
4	19. Take class notes.												
4	20. Make an outline.												
2	21. Show proficiency in selecting and using print and nonprint media.												

SKILLS LIST: KINDERGARTEN

OBJECTIVES/SKILLS

Kindergarten Objectives

Objective #1 *The student performs tasks involving gross motor skills.*

- Skills**
- A. Climbing stairs
 - B. Walking, running, forward/backward
 - C. Jumping
 - D. Galloping
 - E. Balancing
 - F. Hopping
 - G. Bouncing, throwing, kicking, catching ball
 - H. Skipping

Objective #2 *The student performs tasks involving fine motor skills.*

- Skills**
- A. Assemble puzzles, manipulate objects (string beads, and simple lacing cards)
 - B. Cutting, pasting
 - C. Folding
 - D. Drawing
 - E. Tracing
 - F. Draw straight lines, dot to dot
 - 1. Draw straight lines between lines
 - 2. Draw straight lines in left to right progression
 - G. Draw dot to dot pictures
 - H. Copy shapes, numerals, letters (name)

Objective #3 *The student remembers visual stimuli.*

- Skills**
- A. Reproduce simple patterns
 - B. Assemble a 7 to 15 piece puzzle
 - C. Recognize letters in his own first name
 - D. Recognize shapes when other shapes are added

Objective #4 *The student determines likenesses and differences in visual stimuli.*

- Skills**
- A. Compare and sort by color, shape, or size
 - B. Categorize similar objects
 - C. Match objects and letters
 - D. Follow visual directions

Objective #5 *The student remembers auditory stimuli.*

- Skills**
- A. Hear and repeat 6 pattern clapping rhythms
 - B. Identify sounds (whistle, bouncing ball)
 - C. Carry out oral directions
 - D. Recognize rhyming words — repeat simple nursery rhymes, fingerplays, etc.
 - E. Retell story
 - F. Hear $\frac{3}{4}$ of story and verbalize the ending

Objective #6 *The student determines likenesses and differences in auditory stimuli.*

- Skills**
- A. Identify
 - 1. loud/soft sounds
 - 2. high/low pitches
 - 3. same/different sounds

- B. Recognizes differences in words
1. beginning sounds (initial consonant t, s, r, l, m, b)
 2. word/lengths
- Objective #7** *The student communicates with others by using expressive language.*
- Skills
- A. Name objects, people, animals, places
 - B. Use simple sentences to describe objects
 - C. Use simple sentences to describe actions
 - D. Use singular and plural forms of verbs
 - E. Describe spatial relationships
- Objective #8** *The student is receptive of language in communicating with others.*
- Skills
- A. Oral understanding of names of body parts
 - B. Oral understanding of spatiality
 1. forward/backward
 2. up/down
 3. right/left
 4. between/middle
 5. in/out
 6. on/under
 - C. Oral understanding of directions
 - D. Oral understanding of names of simple objects, actions
- Objective #9** *The student expresses an interest in language.*
- Skills
- A. Describe characteristic of objects
 - B. Describe actions with words
 - C. Describe feelings with words
 - D. Express curiosity about books and pictures
 - E. Recognize relationship between talking, reading, writing
- Objective #10** *The student classifies stimuli on the basis of one or more attribute(s).*
- Skills
- A. Compare and sort objects based on color, shape, size or/and use
- Objective #11** *The student compares stimuli on the basis of one or more attribute(s).*
- Skills
- A. Recognize likenesses and differences in objects, food, animals, people
 - B. Recognize differences in size, shape, color, taste, touch
 - C. Understand and use opposite terms
 1. up/down
 2. big/little
 3. bottom/top
 4. cold/hot
 5. tall/short
 6. fat/thin
 7. in/out
 8. near/far
 9. dry/wet
 10. old/young
- Objective #12** *The student sequences stimuli on the basis of one or more attribute(s).*
- Skills
- A. Hear $\frac{1}{2}$ of story — supply ending
 - B. Recall details from visual stimulus
 - C. Write, pantomime, or verbalize series of 4 letters, figures, etc.
 - D. Write, pantomime, or verbalize story he has heard
 - E. Follow multi-sequence directions
 - F. Recall sequence of 3 to 5 step activity
 - G. Put words together in correct order
 - H. Repeat nursery rhymes, fingerplays, song, etc.

- Objective #13** *The student begins to understand the concept of conservation of numbers.*
- Skills A. Sequence numerals (0-10)
 B. Classify based on amount
 C. Use one-to-one correspondence (0-10)
- Objective #14** *The student interprets and infers based on oral and illustrative selections.*
- Skills A. Interpret pictures
 B. Make up stories about pictures
 C. Make up ending for stories
 D. Describe feelings from story or poem
- Objective #15** *The student controls emotions and expresses them in a socially acceptable manner.*
- Skills A. Follows rules and completes jobs
 B. Recognizes appropriate behavior for special places
 C. Recognizes feelings of others
- Objective #16** *The student displays a positive attitude toward self.*
- Skills A. Recognize and verbalize own feelings
 B. Show pride in accomplishments
 C. Accept and adjust to change
 D. Make simple decisions
 E. Follow projects to completion
- Objective #17** *The student displays a positive attitude toward school.*
- Skills A. Express curiosity about surroundings
 B. Express ideas by sharing in small groups
 C. Express ideas through experience stories
- Objective #18** *The student interacts with others in a socially acceptable manner.*
- Skills A. Progress to cooperative play levels
 B. Identify and respond to emotions of other people
 C. Listen to other people's ideas
 D. Develop ability to cooperate and share
 E. Follow adult leadership

SKILLS LIST

Media (Kindergarten)

Objective #1. *The student will become familiar with the physical setting and procedures of the media center.*

- Skills**
- A. Participate in media center tour
 - 1. Locate
 - a. Check out desk
 - b. Picture books
 - B. Exhibit acceptable media center behavior
 - 1. Citizenship
 - 2. Respect for materials
 - 3. Handle media correctly
 - a. Carry books
 - b. Turn pages
 - c. Care of books
 - C. Check out materials with assistance

Objective #2 *The student will demonstrate his ability to interpret media sources.*

- Skills**
- A. Understand information through pictures
 - B. Listen to a story and identify the main idea
 - C. Follow simple directions
 - D. Exchange ideas through discussion

SKILLS LIST: 1-3

**Refer to Kindergarten objectives (3-12) for readiness skills.

SKILLS LIST OBJECTIVES/SKILLS

Reading: (Grades 1-3)

DECODING

Objective #1 *The student will decode words and determine word meaning.*

Word Recognition

SKILLS

- A. Recognize upper and lower case letters
 1. Randomly
 2. Word beginnings
- B. Identify and use basic sight words
 1. Color words
 2. Number words
 3. High frequency words (Dolch, Barbe, Fry)
- C. Identify and use basal words at appropriate instructional level
 1. Reading series
 - *2. South Carolina Basic Skills Word List
- D. Use context clues in decoding and word meaning
- E. Recognize word relationships
 1. Antonyms
 2. Synonyms
 3. Homonyms
 4. Multiple meaning words

Word Attack/Phonics

- F. Recognize and use consonant sounds
 1. Initial
 2. Final
 3. Medial
 4. Blends
 5. Digraphs
 6. Consonants with two or more sounds (c, g, s)
 7. Silent
- G. Recognize and use vowel sounds
 1. Vowel letters
 2. Long sound
 3. Short sound
 4. Silent final "e"
 5. y = i or e
 6. Digraphs
 7. Diphthongs
 8. Controllers (r, l, w)
 9. Vowel patterns
 10. Schwa

B S A P	C T B S	CROSS REFERENCE
	★	W-1AB; W-2AB; L-2BC
	★	★
	★	W-1AB; W-2A; S-1A-2A
	★	W-2A; S-1A-2A; L-2BCD
	★	★
	★	L-3B; S-2AB
	★	★
	★	W-2A; L-2B; S-1A
	★	W-2A; L-2C; S-1A

*If you do not have a copy of the South Carolina Basic Skills Word List, one can be obtained from your supervisor.

Word Attack/Structural Analysis

- H. Recognize and use structural clues
1. Words that form sentences
 2. Base/root words
 3. Compound words
 4. Word endings
 5. Prefixes and suffixes
 6. Contractions
 7. Possessives
 8. Rhyming words or word families
 9. Plural forms with change in root word
 10. Simple abbreviations
 11. Syllabication and stressed syllables

LITERAL COMPREHENSION

Objective #2 The student will literally comprehend what he reads.

- Skills:**
- A. Read and follow directions
 - B. Recall specific details
 - C. Recall and plot sequence
 - D. Use punctuation as a guide to meaning
 1. Periods, question marks, exclamations
 2. Commas (in a series, address, in apposition)
 3. Apostrophes (possessives, contractions)
 4. Quotation marks
 5. Dash, parentheses, colon, ellipses, hyphen
 - E. Recognize and use word referents
 1. Pronouns
 2. Adverb (here, there)
 - F. Identify uses of special type
 1. Italics
 2. All capital letters
 - G. Recognize levels of usage and dialect

INTERPRETIVE/CRITICAL COMPREHENSION

Objective #3 The student will read and think interpretively/critically.

- Skills:**
- A. Identify main idea
 1. Restated
 2. Paraphrased
 3. Inferred
 - B. Make comparisons
 - C. Determine cause and effect
 - D. Draw conclusions
 - E. Predict outcomes
 - F. Classify items
 - G. Distinguish realism from fantasy
 - H. Apply information to different situations
 - I. Determine author's purpose

B S A P	C T B S	CROSS REFERENCE
★	★	W-2ABC; W-4D; S-2A; W-3AB; L-2DEFG
★		W-4A
★	★	W-4ABCD; S-2; L-3
★	★	L-3; S-2
★	★	L-3B; W-2C
★	★	W-3A; L-3, S-2
★		W-4; L-3
		W-3-4; L-3G
★	★	M-4A; L-4A; W-4BDE; S-2H
★		L-4B
★	★	L-4B
★	★	L-4B
★		L-4B
★	★	W-2A-3A; M-1A-2
★	★	M-3A2; W-4
★		L-4B; S-2E
★		L-4B; M-6; W-4E

REFERENCE USAGE

Objective #4 *The student will use reference materials effectively.*

Skills:

- A. Use dictionary
 - 1. Alphabetizing
 - 2. Guide words
 - 3. Meaning
 - 4. Pronunciation
 - 5. Word forms
- B. Use parts of books and magazines
 - 1. Cover
 - 2. Spine
 - 3. Title page
 - 4. Table of Contents
 - 5. Glossary
- C. Use encyclopedia
- D. Select an appropriate book for independent reading

LITERATURE

Objective #5 *The student will analyze literature.*

Skills:

- A. Recognize nature of information
 - 1. Forms
 - a. Poetry
 - b. Stories
 - c. Plays
 - 2. Types
 - a. Fiction
 - 1. Realism
 - 2. Fantasy
 - b. Non-fiction
 - 1. Informational articles
 - 2. Biographies
- B. Recognize elements
 - 1. Plot
 - 2. Character
 - 3. Setting
- C. Recognize and interpret rhetorical devices
 - 1. Simple rhyme
 - 2. Simile

DIRECTED READING

Objective #6 *The student will read with teacher direction.*

Skills:

- A. Read silently with comprehension
 - 1. Work to eliminate finger pointing and lip movement
 - 2. Read faster silently than orally
 - 3. Use word attack skills
- B. Read orally with expression and comprehension
 - 1. Verify answers to questions
 - 2. Use word attack skills

B S A P	C T B S	CROSS REFERENCE
★	★	L-2; W-2A; R-1; M-2B
★	★	R-1; L-3; M-2A
★	★	R-1-2-3; M-2B
		R-1-2-3; M-1C
★	★	W-4D; L-3B; M-1A-2A-C-3A
★		W-4D; M-3A-5B-6
★		L-2AB; S-1A; R-1H; W-4D
★	★	R-2-3; M-3A; W-3ABC

**SKILLS LIST
OBJECTIVES/SKILLS**

Writing: (Grades 1-3)

HANDWRITING

Objective #1 *The student will write legibly.*

Skills:

- A. Use manuscript
 - 1. Reproduce designs (large and small circles, straight lines, grouping designs, etc.)
 - 2. Demonstrate left to right progression
 - 3. Place paper in correct position
 - 4. Demonstrate correct posture and hold writing tools correctly
 - a. Right-handed pulls downstroke toward center of body
 - b. Left-handed pulls downstrokes toward left elbow
 - 5. Form upper and lower case letters correctly
 - 6. Demonstrate correct use of space between words
 - 7. Demonstrate correct use of basal line and recognize margins
- B. Use cursive (Begin in Third Grade)
 - 1. Demonstrate readiness for cursive writing
 - 2. Demonstrate correct positioning of paper and writing tools
 - a. Right-handed tilts paper toward left
 - b. Left-handed pulls downstroke toward left elbow
 - 3. Form lower case and upper case cursive letters
 - 4. Join letters in words correctly
 - 5. Write legibly
- C. Proofread writing form

*See appendix for specific skills checklist.

MECHANICS

Objective #2 *The student will spell, capitalize, and punctuate correctly.*

Skills:

- A. Demonstrate phonetic/non-phonetic and structural rules in spelling
 - 1. Spell words with initial and final consonant sounds
 - 2. Spell words with CVC spelling patterns
 - 3. Spell words with CVVC/CVCV spelling patterns
 - 4. Spell words with 2 letter blends
 - 5. Spell words with diphthongs/irregular vowels
 - 6. Spell words with r-controlled vowels

B S A P	C T B S	CROSS REFERENCE
★		R-1A
★		R-1A
★	★	S-1A; M-2B; L-2BCDE; R-1FGH-3F

7. Spell consonants with more than 1 sound (c, s, g)
 8. Spell words with inflections
 9. Spell contractions
 10. Spell words with silent letters
 11. Spell words with two syllables and compound words
 12. Spell simple words with non-phonetic spellings
 13. Use alphabetical order
 - a. First letter
 - b. Second letter
 - c. Third letter
- B. Demonstrate correct use of capital letters
1. Beginning of a sentence
 2. Names of people (proper names)
 3. Days of the week
 4. Months of the year
 5. Pronoun "I"
 6. Names of places
 7. Dates, holidays, times of day
 8. Titles
- C. Recognize and use correct punctuation in sentences and paragraphs
1. Period
 2. Question mark
 3. Exclamation mark
 4. Simple use of comma
 5. Apostrophe

B S A P	C T B S	CROSS REFERENCE
★	★	R-1A-2B
★	★	R-2D
★	★	S-2A; R-2E-6A-1H
★	★	S-2A; R-1H
★	★	S-2B; R-2G
★	★	R-2; S-2; L-3B
★	★	S-2ABH; M-3A; R-2B-3A; L-2E

USAGE/GRAMMAR

Objective #3 *The student will recognize and use words appropriately.*

Skills:

- A. Recognize and use grammatical functions of different kinds of words
 1. Nouns (singular, plural, possessive)
 2. Pronouns (personal and possessive forms)
 3. Verbs
 4. Adjectives
- B. Recognize and apply verb usage (singular and plural forms, tenses, helping verbs)
- C. Recognize and use correct subject/verb agreement in tense and number

COMPOSING

Objective #4 *The student will express himself effectively in writing.*

Skills:

- A. Recognize and write complete sentences
 1. Different types of sentences (declarative, interrogative, exclamatory and imperative)
 2. Subject/verb pattern sentences
- B. Write a well-organized composition using the writing process

- C. Write for practical purposes
 - 1. Simple Letter
 - 2. Address envelope
- D. Write in different forms
 - 1. Poems
 - 2. Stories
 - 3. Cartoons
- E. Write in different modes
 - 1. Narrative
 - 2. Descriptive
 - 3. Expository

B S A P	C T B S	CROSS REFERENCE
★		R-2B-3A; S-2AB
		S-2AB;
		R-1H8-2B-3A-5AC; L-2D
★		R-2B-3AHI; M-3A

**SKILLS LIST
OBJECTIVES/SKILLS**

Listening: (Grades 1-3)

BEHAVIOR

Objective #1 *The student will exhibit good listening behavior.*

- Skills:**
- A. Demonstrate attention span appropriate for age level
 - B. Know when to listen and when to speak

SPEECH SOUNDS

Objective #2 *The student will differentiate sounds.*

- Skills:**
- A. Recognize common sounds in environment
 - B. Differentiate consonant sounds
 - C. Differentiate vowel sounds
 - D. Recognize similarities in rhyming words and speech sounds
 - E. Recognize correct word usage and grammatical form
 - F. Recognize use of unconventional pronunciations
 - G. Recognize use of dialects

LITERAL LISTENING

Objective #3 *The student will listen literally.*

- Skills:**
- A. Follow oral directions
 - B. Listen for specific details

INTERPRETIVE/CRITICAL LISTENING

Objective #4 *The student will listen interpretively and critically.*

- Skills:**
- A. Listen for main idea
 - B. Make inferences about passages read aloud

CROSS REFERENCE
R-2-3-6; S-2CDEFGH; M-3A S-2CDEFGH; R-6
R-1
R-1ABCF; W-2A-4D
R-1ABCG; W-2A
R-1CH-5C; W-2A-4D
R-1H; W-3; R-4A
R-1H; R-4A
R-2G
S-2CDEFG
R-1D; S-2CDEFGH
M-4A; W-4; S-2EH; R-3A W-4; S-2; R-3

**SKILLS LIST
OBJECTIVES/SKILLS**

Speaking: (Grades 1-3)

DELIVERY

Objective #1 *The student will develop effective techniques of expression.*

- Skills:**
- A. Use verbal skills expressively
 - 1. Appropriate volume
 - 2. Articulation
 - B. Use nonverbal skills
 - 1. Facial expression
 - 2. Eye contact

INFORMAL EXPRESSION

Objective #2 *The student will express himself effectively in informal situations.*

Individual

- Skills:**
- A. Extend and expand thought units to express ideas
 - 1. Increase oral vocabulary
 - 2. Use expanded language forms
 - B. Express ideas in complete sentences
 - C. Use telephone properly
 - D. Express himself in emergency situations

Group

- E. Participate in group discussions
- F. Ask questions properly
- G. Answer questions
- H. Contribute relevant information
(stick to the point)

CROSS REFERENCE

R-1BCFG-5C-6B; L-2

L-2; R-1BCDFGH; W-3A;
W-4BCD

R-1CD; W-4BCD-3B; L-2
L-1AB-3AB

L-1AB-3B

L-1AB-3-4; W-3; R-6

L-1AB-3E; R-6

L-1AB-3B; R-6

W-4B; L-1AB-3B-4; R-6

**SKILLS LIST
OBJECTIVES/SKILLS**

Reference/Study/Media: (Grades 1-3)

MEDIA CENTER

Objective #1 *The student will become familiar with the physical setting and procedures of the media center.*

- Skills:**
- A. Participate in media center tour
 - 1. Locate
 - a. Card catalog
 - b. Fiction/non-fiction
 - c. Globes
 - d. Transparencies/Filmstrips
 - e. Encyclopedias/Dictionaries
 - f. Newspapers/Magazines
 - 2. Know the media center personnel and recognize their function
 - B. Exhibit acceptable media center behavior
 - 1. Citizenship
 - 2. Respect for materials
 - C. Check out materials independently

REFERENCE APPLICATION

Objective #2 *The student will recognize and use materials appropriate to complete tasks.*

- Skills:**
- A. Apply skills of using parts of books and magazines
 - B. Use reference materials independently
 - 1. Picture dictionaries
 - 2. Simple dictionaries
 - 3. Encyclopedias
 - 4. Maps/Globes/Charts/Graphs
 - 5. Telephone directory
 - 6. Calendar
 - C. Begin to use the card catalog and classification system (e.g., Dewey Decimal System)
 - 1. Author card
 - 2. Title card
 - 3. Subject card

STUDY

Objective #3 *The student will utilize sources available in the media center, demonstrating his ability to organize, interpret and critically evaluate these data for personal experiences.*

- Skills:**
- A. Read for a definite purpose
 - 1. Listen to story and identify the sequence of events
 - 2. Distinguish fiction from non-fiction

CROSS REFERENCE	
	R-2-3F-5A
	R-4D
	R-3F-4B-5A
	R-4-5A; W-2A
	R-3F-5A
	R-5B-6A; L-1A
	R-3G-5A

3. Find specific information by using various media, interviews, and field trips

Objective #4 *The student will organize information for studying.*

- Skills:**
- A. Use basic study techniques
 - B. Apply introductory test-taking strategies

MEDIA

Objective #5 *The student will recognize and use print and non-print media.*

- Skills:**
- A. Use visual and audio equipment
 - B. Design, produce and present media projects to facilitate communications

Objective #6 *The student will analyze print/non-print media and their unique effect on the audience.*

CROSS REFERENCE
W-4BE
R-3A
L-1-3;
R-4-5
R-3I-5B; W-4BCE; L-3-4

SKILLS LIST: 4-5

**SKILLS LIST
OBJECTIVES/SKILLS**

Reading: (Grades 4-5)

DECODING

Objective #1 *The student will decode words and determine word meaning.*

Word Recognition

Skills:

- A. Identify and use basic sight words
- B. Identify and use basal words at the appropriate instructional level
- *C. Recognize and use South Carolina Basic Skills Word List and other lists at the appropriate instructional level (e.g., content areas)
- D. Use context clues
- E. Recognize word relationships
 - 1. Synonyms
 - 2. Antonyms
 - 3. Homonyms
 - 4. Multiple meanings

Word Attack/Phonics

F. Recognize and use consonant sounds

- 1. Initial
- 2. Final
- 3. Medial
- 4. Blends
- 5. Digraphs
- 6. Consonants with two or more sounds (c, g, s)
- 7. Silent

G. Recognize and use vowel sounds

- 1. Long
- 2. Short
- 3. Silent final "e"
- 4. y = i or e
- 5. Digraphs
- 6. Diphthongs
- 7. Controllers (r, l, w)
- 8. Vowel patterns
- 9. Schwa

B S A P	C T B S	CROSS REFERENCE
★	★	L-2E; S-2A; W-2A
★	★	L-2E; S-2A; W-2A
★	★	L-2E; S-2A; W-2A
★	★	L-4D
★		M-2C; W-2A
★		W-2A; L-2D; L-2B
★		W-2A; L-2C; L-2D

*If you do not have a copy of the South Carolina Basic Skills Word List, one can be obtained from your supervisor.

1. Base/root words
2. Compound words
3. Plurals
4. Suffixes
5. Prefixes
6. Contractions
7. Possessives
8. Abbreviations
9. Syllabication and stressed syllables

- A. Follow directions
- B. Recall specific details
- C. Recall and plot sequence
- D. Recognize and apply punctuation as a guide to meaning
 - 1. Period
 - 2. Question mark
 - 3. Exclamation mark
 - 4. Quotation marks
 - 5. Apostrophe
 - 6. Dash/hyphen
 - 7. Colon
 - 8. Semi-colon
 - 9. Ellipse
 - 10. Parentheses
- E. Recognize and use word referents
 - 1. Pronoun
 - 2. Adverb
- F. Identify uses of special type
 - 1. Italics
 - 2. All capital letters

- A. Identify main idea
 - 1. Restated
 - 2. Paraphrased
 - 3. Inferred
- B. Determine author's purpose
- C. Make comparisons
- D. Summarize
- E. Determine cause-effect
- F. Draw conclusions
- G. Predict outcomes
- H. Distinguish realism from fantasy
- I. Classify and categorize items
- J. Distinguish fact from opinion
- K. Interpret analogies
- L. Recognize levels of usage and dialects

B S A P	C T B S	CROSS REFERENCE
★	★	M-2C; W-2A; W-2B; W-2C; W-3A; W-3B
★		L-1A; L-3A; M-1A
★	★	S-2E; S-3A; L-3B; W-3A
★	★	L-3C; W-4B
	★	W-2C
★	★	W-3C; W-3E
★		
★	★	M-3A; L-4A
★	★	L-4B
★		L-4B
★		W-4B; 5-2E; M-3H; L-4C
★	★	L-4B
★	★	L-4B
★	★	L-4B
★	★	M-2B
★	★	M-3A
★	★	L-4B
		W-4B; L-4B
		L-2G

REFERENCE USAGE

Objective #4 *The student will use reference material effectively.*

- Skills:**
- A. Use dictionary
 - 1. Alphabetizing
 - 2. Guide words
 - 3. Meaning
 - 4. Pronunciation
 - 5. Word forms
 - 6. Parts of speech
 - B. Use parts of books and magazines
 - 1. Cover
 - 2. Spine (call number)
 - 3. Title page (copyright)
 - 4. Table of contents
 - 5. Glossary
 - 6. Index
 - C. Use encyclopedia
 - 1. Volumes
 - 2. Key words
 - 3. Headings/subheadings
 - D. Select an appropriate book for independent reading

LITERATURE

Objective #5 *The student will analyze literature.*

- Skills:**
- A. Recognize nature of information
 - 1. Form (Genre)
 - a. Short story
 - b. Poetry
 - c. Plays
 - 2. Types
 - a. Fiction (tall tales, fables)
 - b. Non-fiction (biography, information articles)
 - 3. Modes
 - a. Descriptive
 - b. Narrative
 - c. Expository
 - B. Recognize structural elements
 - 1. Setting
 - 2. Plot
 - 3. Characters
 - C. Recognize and interpret rhetorical devices
 - 1. Rhyme
 - 2. Simile
 - 3. Metaphor
 - 4. Personification
 - 5. Idioms
 - 6. Onomatopoeia

B S A P	C T B S	CROSS REFERENCE
★	★	M-1A; M-2C; W-2AC
★	★	M-2A
★	★	M-2C; M-1A
		M-1C
★	★	M-2B; W-4C; W-4D
★		M-3A
★	★	W-4D

DIRECTED READING

Objective #6 *The student will read with teacher direction.*

Skills:

- A. Read silently with comprehension
- B. Read orally with expression and comprehension
 - 1. Interpret marks of punctuation accurately
 - 2. Verify answers to questions

B S A P	C T B S	CROSS REFERENCE
★	★	M-4AB
		S-1A; W-2C

**SKILLS LIST
OBJECTIVES/SKILLS**

Writing: (Grades 4-5)

HANDWRITING

Objective #1 *The student will write legibly.*

- Skills:**
- A. Use cursive
 - 1. Employ proper positioning; body, hand, paper, pencil
 - 2. Use proper spacing and slant alignment
 - 3. Form letters and numbers correctly
 - 4. Use proper size and proportion
 - B. Proofread writing form

*See appendix for specific skills checklist.

MECHANICS

Objective #2 *The student will spell, capitalize and punctuate correctly.*

- Skills:**
- A. Use correct spelling
 - 1. Alphabetical order (1st, 2nd, 3rd, 4th letters)
 - 2. Dictionary
 - 3. Consonant sounds
 - 4. Vowel sounds
 - 5. Compounds
 - 6. Affixes
 - 7. Contractions
 - 8. Synonyms
 - 9. Antonyms
 - 10. Homonyms
 - 11. Abbreviations
 - 12. Irregular spellings
 - 13. Spelling patterns (e.g., CVC)
 - 14. Possessives
 - B. Use correct capitalization
 - 1. Sentence beginnings
 - 2. Proper nouns
 - 3. Titles
 - 4. Pronoun "I"
 - 5. Days of the week
 - 6. Months of the year
 - 7. Holidays
 - C. Use correct punctuation
 - 1. Period
 - 2. Question mark
 - 3. Exclamation mark
 - 4. Commas
 - 5. Dash/Hyphen
 - 6. Colon
 - 7. Apostrophe
 - 8. Quotation marks
 - 9. Underlining

B S A P	C T B S	CROSS REFERENCE
★		R-1
		R-1
★	★	R-1E; R-1F; R-1G; R-1H; R-4A; L-2B; L-2C
★	★	R-1H
★	★	R-2D; R-1H; R-4A; R-6B

- C. Write in 4 modes
 - 1. Narrative
 - 2. Descriptive
 - 3. Expository
 - 4. Persuasive
- D. Write in various forms
 - 1. Story
 - 2. Poem
- E. Write for practical purposes
 - 1. Letters
 - a. Friendly
 - b. Business
 - 2. Social notes
 - a. Thank you
 - b. Invitations

B S A P	C T B S	CROSS REFERENCE
★		R-5A
		R-SAC
★		

**SKILLS LIST
OBJECTIVES/SKILLS**

Listening: (Grades 4-5)

BEHAVIOR

Objective #1 *The student will exhibit good listening behavior.*

- Skills:**
- A. Demonstrate attention span appropriate for age level
 - B. Know when to listen and when to speak
 - C. Listen to and look at the person who is talking

SPEECH SOUNDS

Objective #2 *The student will differentiate sounds.*

- Skills:**
- A. Recognize common sounds in the environment
 - B. Differentiate consonant sounds
 - C. Differentiate vowel sounds
 - D. Recognize rhyming words
 - E. Recognize correct word usage and grammatical form
 - F. Recognize use of unconventional pronunciations
 - G. Recognize use of dialects
 - H. Distinguish between sounds in closely pronounced words

LITERAL LISTENING

Objective #3 *The student will listen literally.*

- Skills:**
- A. Follow oral directions
 - B. Listen for details
 - C. Listen for sequence

INTERPRETIVE/CRITICAL LISTENING

Objective #4 *The student will listen interpretively/critically.*

- Skills:**
- A. Listen for main idea
 - B. Make inferences about passages read aloud
 - 1. Draw conclusions
 - 2. Predict outcomes
 - 3. Determine cause and effect
 - 4. Make comparisons
 - 5. Determine author's purpose
 - C. Listen to summarize
 - D. Use context clues in listening

CROSS REFERENCE

R-2A; S-2F; S-2H
S-2F; S-1AC; S-2H
S-1B; S-2H; S-2F

R-1F; W-2A
R-1G; W-2A
R-1F; R-1G
R-1A; R-1B; R-1C

R-3L

R-2A
R-2B; S-2H
R-2C

R-3A
R-3B; R-3C; R-3E; R-3F;
R-3G; R-3J; R-3K

R-3D
R-1D

**SKILLS LIST
OBJECTIVES/SKILLS**

Speaking: (Grades 4-5)

DELIVERY

Objective #1 *The student will develop effective techniques of expression.*

- Skills:**
- A. Use verbal skills expressively
 - 1. Volume
 - 2. Articulation
 - 3. Pitch
 - 4. Rate
 - B. Use nonverbal skills
 - 1. Facial expression
 - 2. Eye contact
 - 3. Posture
 - 4. Gestures

INFORMAL EXPRESSION

Objective #2 *The student will express himself effectively in informal situations.*

- Skills:**
- A. Increase oral vocabulary
 - B. Express ideas in complete sentences
 - C. Develop effective conversation skills
 - D. Use telephone properly
 - E. Express himself in emergency situations
 - F. Make proper introductions
 - G. Ask/answer questions properly
 - H. Participate in group discussions

FORMAL EXPRESSION

Objective #3 *The student will express himself effectively in formal situations.*

- Skills:**
- A. Give an oral presentation
 - 1. Exhibit appropriate speaker behavior
 - 2. Contribute relevant and worthwhile information

CROSS REFERENCE

R-6B; L-1B

L-1C

R-1A; R-1B; R-2C

W-4A

L-1B; L-1C

R-2B; R-3D

L-1A; L-1B; L-1C

L-1A; L-1B; L-1C; L-3B

M-3A; M-5B; R-2B

**SKILLS LIST
OBJECTIVES/SKILLS**

Reference/Study/Media: (Grades 4-5)

MEDIA CENTER

Objective #1 *The student will become familiar with the physical setting and procedures of the media center.*

- Skills:**
- A. Participate in media center tour
 - 1. Locate
 - a. Atlases
 - b. Almanacs
 - c. Special reference
 - d. Vertical file
 - 2. Identify other information systems (i.e., special and academic libraries, radio-television stations, and newspapers)
 - B. Exhibit acceptable media center behavior and awareness of rules and procedures
 - C. Check out materials independently

R-2A; R-4A; R-4C; L-1A

L-1B

R-4D

REFERENCE APPLICATION

Objective #2 *The student will recognize and use materials appropriate to complete tasks.*

- Skills:**
- A. Apply skills of using parts of books and magazines
 - B. Demonstrate use of card catalog and classification system (e.g., Dewey Decimal System)
 - 1. Find fiction books through using the call number
 - 2. Find non-fiction books through using the call number
 - C. Use reference materials independently
 - 1. Atlases/globes
 - 2. Almanacs
 - 3. Special references
 - 4. Telephone directories
 - 5. Study prints
 - 6. Charts/Tables
 - 7. Vertical files
 - 8. Dictionaries
 - 9. Encyclopedia
 - 10. Newspaper sections

B S A P	C T B S	CROSS REFERENCE
		R-2A; R-4A; R-4C; L-1A
		L-1B
		R-4D
★	★	R-4AB
★	★	R-5A; R-3H
★	★	R-1E; R-1H; R-4A; R-4C

STUDY

Objective #3 *The student will utilize sources available in the media center demonstrating his ability to organize, interpret and critically evaluate these data for personal and classroom experience.*

- Skills:**
- A. Read for definite purpose
 - 1. Summarize information from one source
 - 2. Take notes and make a simple outline
 - 3. Paraphrase specific information
 - 4. Book discussion
 - 5. Book report

Objective #4 *The student will organize information for studying.*

- Skills:**
- A. Use basic study techniques
 - B. Apply test taking strategies

MEDIA

Objective #5 *The student will organize and use print and non-print media.*

- Skills:**
- A. Use audiovisual and video equipment
 - B. Design, produce and present a media project to facilitate communication

Objective #6 *Analyze print/non-print media and their unique effect on audience.*

B S A P	C T B S	CROSS REFERENCE
★		R-3A; R-3D; R-3I
		R-5B; S-3A
		R-5A
		R-5A
		S-3A

SKILLS LIST: 6-8

SKILLS LIST OBJECTIVES/SKILLS

Reading: (Grades 6-8)

DECODING/WORD MEANING

Objective #1 *The student will decode words and determine word meanings.*

- Skills**
- A. Identify and use basal words at appropriate instructional level
 - B. Recognize and define *South Carolina Basic Skills Word List*,* other area lists, and survival lists at appropriate instructional level.
 - C. Use context clues to determine word meaning
 - D. Recognize word relationships
 - 1. Synonyms
 - 2. Antonyms
 - 3. Homonyms
 - 4. Multiple word meanings
 - E. Recognize and use structural clues
 - 1. Root/Base words
 - 2. Prefixes
 - 3. Suffixes
 - 4. Plural form endings
 - 5. Possessives
 - 6. Compound words
 - 7. Syllabication
 - 8. Contractions
 - F. Distinguish between denotation and connotation

LITERAL COMPREHENSION

Objective #2 *The student will literally comprehend what he reads.*

- Skills:**
- A. Follow written directions
 - B. Recall specific details
 - C. Recall and plot sequence
 - D. Use punctuation as a guide to meaning
 - E. Recognize and use word referents
 - F. Recognize levels of usage and dialect
 - G. Vary reading rates and methods according to purpose and difficulty
 - H. Apply comprehension skills to consumer sources
 - 1. Newspaper
 - 2. Telephone book
 - 3. Government and legal documents
 - 4. Business letters
 - I. Read orally with fluency and expression

B S A P	C T B S	CROSS REFERENCE
		R-4A; M-2C
★	★	
★	★	
★	★	L-4D
★	★	M-2C
★	★	R-4A; M-2C; W-2A; W-3A
		L-4
★		L-3A
★	★	L-3B; W-4B; S-2C
★		W-4B; L-3C
		W-2C
★		W-3C; W-3E
		L-2B
		M-3D
★		W-4E; M-2C
		S-1

*If you do not have a copy of the South Carolina Basic Skills Word List, one can be obtained from your supervisor.

CRITICAL/INTERPRETIVE READING AND THINKING

Objective #3 *The student will read and think interpretively/critically.*

- Skills:**
- A. Identify main idea
 - 1. Restated
 - 2. Paraphrased
 - 3. Inferred
 - B. Make comparisons
 - C. Determine cause and effect
 - D. Draw conclusions
 - E. Predict outcomes
 - F. Classify and categorize
 - G. Distinguish realism and fantasy
 - H. Identify author's purpose and audience
 - I. Distinguish fact from opinion
 - J. Evaluate validity of statements
 - K. Recognize supporting details
 - L. Summarize
 - M. Interpret analogies
 - N. Recognize and evaluate propaganda techniques

REFERENCE/USAGE

Objective #4 *The student will develop and use reference skills.*

- Skills:**
- A. Use dictionary
 - 1. Alphabetize
 - 2. Guide words
 - 3. Word meanings
 - 4. Pronunciations
 - 5. Word forms
 - 6. Parts of speech
 - 7. Etymology
 - B. Use parts of books and magazines
 - 1. Cover and spine
 - 2. Call number
 - 3. Title page
 - 4. Table of contents
 - 5. Index
 - 6. Glossary
 - 7. Illustrations
 - 8. Appendix
 - 9. Bibliography
 - 10. Preface
 - C. Use encyclopedia
 - 1. Volume
 - 2. Headings
 - 3. Key words of topics
 - 4. Cross-reference
 - D. Reader's Guide
 - E. Select an appropriate book for independent reading

B S A P	C T B S	CROSS REFERENCE
★	★	L-4E
★		L-4C
★	★	L-4C
★	★	L-4C
★		L-4A
★		M-3B; M-3E
★	★	L-4G
★	★	W-4C; L-4C
★	★	L-4F
		M-3C
★		W-4B; L-3B
★		L-4B; W-4B; M-3C; S-2C
		L-4C
★	★	L-4H; W-4C
★	★	R-1; R-1E; M-2C
★	★	M-2E
★	★	M-2C
★	★	M-2C
		M-1A

LITERATURE

Objective #5 *The student will be able to analyze literature.*

Skills:

A. Recognize nature of information

1. Forms

- a. poetry
- b. short story
- c. novel
- d. drama
- e. essay

2. Fiction

- a. fable
- b. myth
- c. tall tale
- d. legend
- e. science fiction
- f. historical fiction

3. Nonfiction

- a. biography
- b. autobiography
- c. informational

4. Modes

- a. narrative
- b. descriptive
- c. expository
- d. persuasive

B. Recognize structural elements

- 1. Setting
- 2. Plot
- 3. Character
- 4. Theme
- 5. Narrator
- 6. Point of View
- 7. Mood
- 8. Climax
- 9. Conflict

C. Recognize and interpret rhetorical devices

- 1. Simile
- 2. Metaphor
- 3. Personification
- 4. Symbolism
- 5. Irony
- 6. Exaggeration
- 7. Idioms
- 8. Dialect
- 9. Allusion
- 10. Alliteration
- 11. Onomatopoeia

B S A P	C T B S	CROSS REFERENCE
★	★	W-4D; W-4C; L-2D; M-2; R-2I; S-1AB
★	★	
★	★	
★	★	
★	★	
★	★	
★	★	L-2D

**SKILLS LIST
OBJECTIVES/SKILLS**

Writing: (Grades 6-8)

HANDWRITING

Objective #1 *The student will write legibly.*

MECHANICS

Objective #2 *The student will spell, capitalize and punctuate correctly.*

Skills:

- A. Use correct spelling
- B. Use correct capitalization
- C. Use correct punctuation
 - 1. End punctuation
 - 2. Comma
 - 3. Quotation marks
 - 4. Colon
 - 5. Semi-colon
 - 6. Dash
 - 7. Underline
 - 8. Parenthesis
 - 9. Apostrophe
 - 10. Hyphen

USAGE/GRAMMAR

Objective #3 *The student will recognize and use words appropriately.*

Skills:

- A. Recognize nouns and their uses
 - 1. Singular/Plural
 - 2. Common/Proper
 - 3. Possessive
 - 4. Collective
- B. Recognize verbs and their uses
 - 1. Action/Linking
 - 2. Helping
 - 3. Regular/Irregular verb forms
 - 4. Proper tense (past, present, future, perfect)
 - 5. Tense shift in writing
 - 6. Transitive/Intransitive
 - 7. Active/Passive voice
 - 8. Subject/Verb agreement
- C. Recognize pronouns and their uses
 - 1. Types (personal, indefinite, interrogative, demonstrative, relative)
 - 2. Case
 - 3. Pronouns/Antecedent agreement
- D. Recognize adjectives and their uses
 - 1. Comparison
 - 2. Correct form in writing
- E. Recognize adverbs and their uses
 - 1. Comparison
 - 2. Correct form in writing

B S A P	C T B S	CROSS REFERENCE
★		
★	★	R-1E
★	★	
★	★	R-2D
		L-2C
★	★	R-1E
★	★	
★	★	R-2E
★	★	
★	★	R-2E

- F. Recognize connecting words and their uses
 - 1. Conjunction
 - 2. Preposition (and prepositional phrases)
- G. Recognize and use interjections

Objective #4 *The student will express himself effectively in writing.*

Skills

- A. Recognize and write complete sentences
 - 1. Types
 - a. Declarative
 - b. Exclamatory
 - c. Interrogative
 - d. Imperative
 - 2. Patterns
 - a. S-V
 - b. S-V-O
 - c. S-V-IO-O
 - d. S-LV-A
 - e. S-LV-N
 - 3. Form
 - a. Simple
 - b. Compound
 - c. Complex
 - 1. Clauses
 - 2. Sentence combining
 - 4. Recognize and correct fragments and run-ons
- B. Write a well organized composition
 - 1. Use the writing process
 - 2. Use correct paragraph form
 - 3. Use logical sequence
 - 4. Use various ways of developing paragraphs
 - 5. Use transitions between sentences and paragraphs
 - 6. Summarize and paraphrase information
- C. Write in 4 modes
 - 1. Narrative
 - 2. Descriptive
 - 3. Expository
 - 4. Persuasive
- D. Write in various forms
 - 1. Story
 - 2. Poem
 - 3. Play
 - 4. Journal
- E. Write for practical purposes
 - 1. Applications and other forms
 - 2. Letters
 - a. Business
 - b. Friendly
 - 3. Social notes

B S A P	C T B S	CROSS REFERENCE
★	★	
★	★	
★	★	
★	★	
★	★	R-2B; R-2C; R-3A-F; R-3H; R-3L
★		R-3I; R-5A
		R-5A; L-2D
★		R-2H

**SKILLS LIST
OBJECTIVES/SKILLS**

Listening: (Grades 6-8)

BEHAVIOR

Objective #1 *The student will exhibit good listening behavior.*

SPEECH SOUNDS

Objective #2 *The student will differentiate sounds.*

- Skills**
- A. Distinguish between sounds in closely pronounced words
 - B. Differentiate dialects
 - C. Identify unconventional pronunciations
 - D. Recognize rhetorical devices in poetry and prose

LITERAL LISTENING

Objective #3 *The student will listen literally.*

- Skills**
- A. Follow directions
 - B. Recall specific details
 - C. Arrange sequentially

INTERPRETIVE/CRITICAL LISTENING

Objective #4 *The student will listen interpretively and critically.*

- Skills**
- A. Predict outcomes
 - B. Summarize
 - C. Make inferences
 - D. Use context clues in listening
 - E. Listen for main idea
 - F. Distinguish fact and opinion
 - G. Recognize fiction
 - H. Recognize propaganda techniques
 - I. Recognize relevance of material to topic

CROSS REFERENCE
S-2D; S-1C
R-2F
S-1C; W-3
R-5A; R-5C; W-4D
R-2A
R-2B; R-3K
R-2C
R-3E
R-3L
R-3M; R-3H; R-3B;
R-3C; R-3D
R-1C
R-3A
R-3I
R-3G
R-3N
M-3B

Speaking: (Grades 6-8)

Objective #1 *The student will develop effective techniques of expression.*

- A. Use verbal skills
 - 1. Volume
 - 2. Articulation
 - 3. Pitch
 - 4. Rate
- B. Use nonverbal skills
 - 1. Facial expressions
 - 2. Eye contact
 - 3. Posture
 - 4. Gestures
- C. Use language and pronunciations suited to the speaker and the context

Objective #2 *The student will express himself effectively in informal situations.*

- A. Use telephone properly
- B. Express himself in general conversation
- C. Express himself in emergency situations
- D. Express himself in introductions
- E. Participate in group discussions
 - 1. Exhibit appropriate speaker behavior
 - 2. Contribute relevant and worthwhile information

Objective #3 *The student will express himself effectively in formal situations.*

A. Organize and present a prepared speech

56

**SKILLS LIST
OBJECTIVES/SKILLS**

Reference/Study/Media: (Grades 6-8)

MEDIA CENTER

Objective #1 *The student will become familiar with the physical setting and procedure of the media center.*

- Skills**
- A. Participate in media center orientation
 - 1. Check out materials independently
 - 2. Locate the card catalog
 - 3. Know the media center personnel and recognize their function
 - B. Demonstrate an awareness of the media center rules and procedures

REFERENCE APPLICATION

Objective #2 *The student will recognize and use media materials appropriate to complete tasks.*

- Skills**
- A. Locate materials independently by using the card catalog
 - B. Demonstrate use of the card catalog and classification system (e.g., Dewey Decimal System)
 - 1. Use relevant information on card catalog cards
 - 2. Use alphabetizing skills to locate materials
 - 3. Use call numbers
 - C. Demonstrate the ability to use general and specific indexes
 - 1. Dictionary
 - 2. Encyclopedia
 - 3. Reader's Guide
 - 4. Atlas
 - 5. Almanac
 - 6. Newspaper
 - 7. Consumer Sources
 - 8. Thesaurus
 - D. Locate and use periodicals
 - E. Apply skills of using parts of books and magazines

B S A P	C T B S	CROSS REFERENCE
		R-4E
★	★	R-4E
★	★	
★	★	R-1; R-1D; R-1E; R-2H; R-4C; R-4D; R-4A
★	★	R-4D
★	★	R-4B

STUDY

Objective #3 *The student will utilize sources available in the media center, demonstrating his ability to organize, interpret, and critically evaluate these data for personal and classroom experience.*

- Skills**
- A. Choose and limit a topic
 - B. Locate and organize materials on a specific topic
 - C. Summarize and paraphrase information on a topic from various sources
 - D. Apply skimming and scanning skills to reference materials
 - E. Take notes and make outlines
 - F. Compile a simple bibliography
 - G. Interpret data
 - 1. Charts
 - 2. Graphs
 - 3. Tables
 - 4. Diagrams
 - 5. Maps

Objective #4 *The student will organize information for studying.*

- Skills**
- A. Take class notes
 - B. Make an outline
 - C. Use basic study techniques
 - D. Apply test-taking techniques

MEDIA

Objective #5 *The student will recognize and use print and non-print media.*

- Skills**
- A. Operate equipment for listening, production, and presentation of information
 - B. Present information and creative ideas through student designed and produced media project

Objective #6 *The student will analyze print and non-print media and their unique effect on their audiences.*

B S A P	C T B S	CROSS REFERENCE
		R-3F
		R-3M; R-3J
		R-2G
		M-4A; M-4B; R-3F
		R-3F
★	★	
		R-3F; M-3E
		R-3F; M-3E
		R-3B

SKILLS LIST: 9-12

**SKILLS LIST
OBJECTIVES/SKILLS**

Reading: (Grades 9-12)

DECODING/WORD MEANING

Objective #1 *The student will decode words and determine meanings.*

- Skills:**
- A. Use sight words
 - B. Use context clues
 - C. Use word relationships (syn., ant., etc.)
 - D. Use structural analysis (roots, affixes)
 - E. Distinguish denotation and connotation

LITERAL COMPREHENSION

Objective #2 *The student will literally comprehend what he reads.*

- Skills**
- A. Read and follow directions
 - B. Recall specific details
 - C. Recall and plot sequence of events
 - D. Read aloud with fluency and expression
 - E. Vary rate and method
 - F. Apply punctuation appropriately for meaning
 - G. Recognize levels of usage and dialect
 - H. Apply comprehension skills to consumer sources

CRITICAL READING AND THINKING

Objective #3 *The student will read and think interpretively/critically.*

- Skills**
- A. Infer main idea
 - B. Make comparisons/contrasts
 - C. Determine cause and effect
 - D. Draw conclusions
 - E. Predict outcomes
 - F. Classify and categorize
 - G. Distinguish fact from fiction (realism/fantasy)
 - H. Determine author's purpose and audience
 - I. Summarize
 - J. Evaluate the reliability of a source
 - K. Recognize supporting details
 - L. Determine fact from opinion
 - M. Recognize propaganda techniques
 - N. Interpret analogies
 - O. Determine illogical/logical reasoning

B S A P	C T B S	CROSS REFERENCE
★	★	R-4A
★	★	
★	★	
★	★	
★		W-3A; S-1C
★		L-3A
★	★	W-4B-2
★		W-4B-3
		S-1A
		W-2B
		S-1C; W-3A
★	★	W-4D
★	★	W-4B-1; L-4K
★		W-4B-3
★	★	W-4B-5
★	★	W-4B-3
★	★	L-4H
★		
★	★	
★	★	W-4B-8, 10; S-3C
★		W-4F
		M-3B
★		W-4B-2; S-3D
★	★	W-4B-2; L-4C
★	★	L-4L
★	★	L-4A-C

Objective #4 *The student will develop and use reference skills.*

- Skills**
- A. Use dictionary (word labels, singular/plural, multiple meanings, comparisons of dictionaries, etymologies, cross references)
 - B. Parts of books and magazines (title page, copyright page, preface, index)
 - C. Select an appropriate book independently
 - D. Use Reader's Guide (See Reference/Media)

LITERATURE

Objective #5 *The student will analyze literature.*

- Skills**
- A. Recognize the nature of information (forms)
 - 1. Non-fiction
 - a. Essays
 - b. Biography/autobiography
 - 2. Fiction
 - a. Short (short stories, legends, myths, fables)
 - b. Long (novels)
 - 3. Poetry
 - 4. Drama
 - B. Recognize structural elements (setting, plot, characters, theme, point of view, mood, climax, foreshadowing, patterns of organization, etc.)
 - C. Recognize and interpret rhetorical devices (figures of speech, symbolism, irony, allusion, alliteration, etc.)
 - D. Evaluate literature critically (appropriateness of structure, author's style and voice, development of character, setting a work in a literary tradition as well as placing it in its historical, political context, etc.)

B S A P	C T B S	CROSS REFERENCE
★	★	W-2A; M-2E; R-1A
★	★	M-3
		M-2C
★	★	
		W-4C
★	★	W-4C4
★	★	
		W-4C2
★	★	W-4C1
★	★	
★	★	W-4B-9
★	★	W-4C-5
		W-4B-11E

**SKILLS LIST
OBJECTIVES/SKILLS**

Writing: (Grades 9-12)

HANDWRITING

Objective #1 *The student will write legibly.*

MECHANICS

Objective #2 *The student will spell, capitalize, and punctuate correctly.*

- Skills**
- A. Use the dictionary to spell words correctly
 - B. Use quotations
 - C. Use colons, semi-colons
 - D. Use parentheses, brackets, dashes, and underlining

USAGE/GRAMMAR

Objective #3 *The student will recognize and use words appropriately.*

- Skills**
- A. Know and use appropriate levels of usage (e.g., formal/informal; standard/non-standard; euphemisms; jargon)
 - B. Choose the right word (e.g., affect/effect)
 - C. Avoid dangling and misplaced modifiers
 - D. Use correct tense
 - E. Keep agreement between subject/verb; pronoun/antecedent
 - F. Use parallelism
 - G. Use split infinitives purposefully
 - H. Avoid shifts (tense and subject)

COMPOSING

Objective #4 *The student will express himself effectively in writing.*

- Skills**
- A. Construct well-written sentences
 - 1. Use variety (vary types, beginnings, length)
 - 2. Write concisely (combine, be precise)
 - 3. Write complete sentences, avoiding fragments and run-on sentences
 - B. Write a well-organized composition using the writing process
 - 1. Write a clear topic/thesis sentence
 - 2. Support the topic, using reasons, facts, examples, etc.

B S A P	C T B S	CROSS REFERENCE
★		
★	★	R-4A
		R-4A
★	★	R-2F
★	★	
★	★	
★		
★		R-2G; L-2C; R-1E
★		S-1C
★		
★		S-1C
★		
★		
★		
★		
★	★	
★		
★		R-3A
		R-2B; R-3K; R-3L

3. Order supporting material (climatic, spatial, chronological, comparison/contrast, cause/effect)
4. Use transition between sentences and paragraphs
5. Develop introductions and conclusions
6. Use pre-writing strategies
7. Use revising/editing
8. Write for a particular audience
9. Demonstrate voice and a consistent point of view
10. Write for a particular purpose
11. Write using a specified mode
 - a. narration
 - b. description
 - c. exposition
 - d. persuasion
 - e. critical analysis
- C. Write in different forms
 1. Write a poem
 2. Write short fiction (stories, myths, tall tales)
 3. Write a short play
 4. Write non-fiction (biography/autobiography, journals, diaries)
 5. Write using literary devices (simile, metaphor, personification, etc.)
- D. Write for a practical purpose
 1. A note
 2. A letter
 3. A résumé
 4. A form (e.g., school admissions, change of address, social security, etc.)
 5. A report
- E. Do research and report findings
 1. Find a topic
 2. Narrow the topic
 3. Find materials
 4. Take notes, paraphrase
 5. Make an outline
 6. Organize material
 7. Integrate reference sources
 8. Use correct footnote/bibliography form
 9. Use manuscript form
 10. Develop questionnaires
- F. Write a précis

B S A P	C T B S	CROSS REFERENCE
		R-2C; R-3B; R-3C; R-3D
		S-3A
		S-3E
		R-3H
		R-5B
		R-3H; S-3A
		S-3A1C
		R-5D
		R-5A3
		R-5A2
		R-5A1
		R-5C
★		R-2H
		R-3H
		R-3H
		S-3H1
		R-4C
		M-3A
		M-2D
		M-3D
		M-3D
		M-2E
		M-3E
		S-2A
		R-3I

**SKILLS LIST
OBJECTIVES/SKILLS**

Listening: (Grades 9-12)

BEHAVIOR

- Objective #1 The student will exhibit good listening behavior.*

SPEECH SOUNDS

- Objective #2 The student will differentiate sounds.*

- Skills**
- A. Distinguish between sounds in closely pronounced words
 - B. Recognize different dialects
 - C. Recognize unconventional pronunciation
 - D. Recognize rhetorical devices in poetry and prose

LITERAL LISTENING

- Objective #3 The student will listen literally.*

- Skills**
- A. Follow oral directions
 - B. Listen for details
 - C. Arrange details sequentially
 - D. Listen for main ideas

INTERPRETIVE/CRITICAL LISTENING

- Objective #4 The student will listen interpretively/critically.*

- Skills**
- A. Distinguish fact from fiction
 - B. Distinguish relevant and irrelevant material
 - C. Distinguish fact and opinion
 - D. Make comparisons and contrasts
 - E. Make inferences
 - F. Summarize
 - G. Draw conclusions
 - H. Predict outcomes
 - I. Use context listening
 - J. Interpret figurative language
 - K. Determine main idea
 - L. Recognize propaganda

CROSS REFERENCE

S-1A1
R-2G
W-3A
R-5C; L-2D

R-2A
R-2B; R-3K
R-2C
R-3A

R-3G
R-3O
R-3L
R-3B
R-3
R-3I
R-3D
R-3E
R-1B
R-5C
R-3A
R-3M

**SKILLS LIST
OBJECTIVES/SKILLS**

Speaking: (Grades 9-12)

DELIVERY

Objective #1 *The student will develop effective techniques of expression.*

- Skills:**
- A. Use appropriate verbal techniques
 - 1. Volume
 - 2. Pitch/Stress
 - 3. Rate
 - 4. Develop articulation
 - B. Use appropriate non-verbal techniques
 - 1. Facial expressions
 - 2. Eye contact
 - 3. Posture
 - 4. Gestures
 - C. Use language and pronunciation suited to the speaker and the context

INFORMAL EXPRESSION

Objective #2 *The student will express himself effectively in informal situations.*

- Skills**
- A. Speak clearly in social situations
 - B. Participate in small or large group discussions

FORMAL EXPRESSION

Objective #3 *The student will express himself in formal situations.*

- Skills**
- A. Prepare an assigned speech
 - 1. Speak for a specific purpose
 - a. To inform
 - b. To entertain
 - c. To persuade
 - d. For a special occasion
 - 2. Speak extemporaneously
 - B. Use note cards effectively
 - C. Speak to a specific audience from a specific point of view
 - D. Support a topic
 - E. Use pre-speaking techniques
 - F. Participate in panel discussions
 - G. Evaluate speeches of self and others
 - H. Interviews
 - 1. Job
 - 2. Personal

CROSS REFERENCE
L-2A; R-2D
L-2D; R-5C
L-2B; W-3A; R-2G; R-1E;
W-3B; W-3D
W-4E10
L-1
W-4B-5
L-3B
W-4B11d
W-4E(5-6)
W-4E4
W-4B8
W-4B1; R-3K
W-4B6
L-1; L-3
L-3BW; 4-D3, 4
L-3B

**SKILLS LIST
OBJECTIVES/SKILLS**

Reference/Study/Media: (Grades 9-12)

MEDIA CENTER

Objective #1 *The student will become familiar with the physical setting and procedures of the media center.*

- Skills**
- A. Identify media personnel
 - B. Locate areas of media center
 - C. Become familiar with services and material available
 - D. Exhibit acceptable conduct and observe rules of operation

REFERENCE APPLICATION

Objective #2 *The student will recognize and use materials appropriate to complete tasks.*

- Skills**
- A. Reinforce alphabetizing skills using subject headings, cross-references and guide words of reference materials
 - B. Apply Dewey Decimal Classification System to identify, locate and retrieve needed sources
 - C. Demonstrate competency in using card catalogue
 - 1. Use relevant information
 - 2. Use alphabetizing skills to locate materials
 - D. Show proficiency in using the following evaluative criteria when selecting and using print materials: level of difficulty, relevance, accuracy, timeliness, authoritativeness, authenticity and advantages of format
 - E. Show capability in selecting and using a wide range of research tools including: encyclopedias, almanacs, atlases, dictionaries, specialized indexes, bibliographies and pamphlet file
 - F. Demonstrate competency in using *Reader's Guide*

STUDY

Objective #3 *The student will utilize sources available in media center, demonstrating his ability to organize, interpret, and critically evaluate these data for personal and classroom experience.*

- Skills**
- A. Choose and limit a topic for reports
 - B. Summarize and paraphrase information on a topic
 - C. Apply skimming and scanning
 - D. Take accurate notes and make outline
 - E. Compile and record bibliographic information

B S A P	C T B S	CROSS REFERENCE
★	★	R-4A; W-2A
★	★	
		R-4C
★	★	W-4E3
★	★	R-4A; W-2A; W-4E7
★	★	R-4D
		R-4B
		W-4E2
		R-3I
		W-4E4
		W-4E8

Objective #4 *The student will organize information for studying.*

Skills

- A. Use study methods.
 - 1. Daily study
 - 2. Test Study
- B. Test-taking strategies
 - 1. Short answer tests
 - a. Incorporate important parts of question into first sentence.
 - b. Write definitions
 - 2. Multiple choice tests
 - 3. Essay tests

MEDIA

Objective #5 *The student will recognize and use print and non-print media.*

Skills

- A. Operate equipment for presentation of information (tape recorder, radio, t.v., camera)
- B. Present information and creative ideas through personally designed and produced media projects (slide presentation, photography, filmstrips, documentary and animated films)

Objective #6 *Analyze print/non-print media and their unique effect on the audience*

B S A P	C T B S	CROSS REFERENCE
		R-3; W-4B2
		R-5A; L-4D

MANAGEMENT SYSTEM

EXPANDED DIRECTIONS FOR MANAGEMENT SYSTEM

This management system was designed to fulfill three objectives:

1. To enable teachers to be better informed concerning student's progress in language arts and to use this record and the Language Arts Curriculum Guide for more effective planning.
2. To consolidate all language arts data for recording on one record folder, thereby eliminating duplication of efforts.
3. To provide the continuous assessment of students required by the Basic Skills legislation.

The record keeping required has been made concise, yet comprehensive. The folder has been designed to record information for many skills. The directions on the card are necessarily abbreviated, consequently more complete directions are found in this section.

I. SPEAKING/LISTENING/REFERENCE-STUDY-MEDIA

Section A. Kindergarten teachers will use the South Carolina Department of Education Check List for cognitive skills. This sheet will remain in the folder until all of the skills are mastered. When all skills are mastered, this information is to be recorded in Section A, and the check list sheet is to be *removed* from the folder.

Section B. BSAP test scores and information must be recorded in the fall after the testing dates. Scores and areas of weaknesses must be recorded at each testing level.

Section C. There will no longer be a separate Basal Reader record card. In this section, a "+" and a "-" are to be used to indicate mastery of skills tested. Composite scores *only* are recorded. Only last magazine test (complete or incomplete) will be placed inside the folder at the end of the year. The intercepting teacher will use the more detailed information from these tests, will discard them at the end of the year, and will replace this with the current year's magazine tests for each student. *This section will only be filled out for students who are in the Basal Reader program.*

Section D. *Non-Basal Reader Program section will be filled out for any student in Elementary or Middle School who is not in the Basal Reader program and for all high school students.* In Section D write in text book titles, major materials and any Reading standardized tests used during the year. This will help to eliminate repetition as the student progresses.

Section E. *The Reading Skills section is to be recorded for students in the Basal Reader program and who are not in the Basal Reader program.* Teachers must check only the skills for which they provided instruction at some level during the year. The class profile sheet will be helpful for this since the skills listed there are sequentially the same as listed in Section E of the Language Arts Record Folder. As the class profile sheet is used during the year for recording, the transferral of this information to the folders should be done from this class profile sheet periodically. These class profile sheets are also helpful to record remediation given to those students who were found to be deficient through Basic Skills testing. At the end of each year, class profile sheets are to be kept and stored with the Language Arts Record Folders.

II. WRITING

Section A. As in Reading, Basic Skills test scores and information from the Writing Test must be recorded in the fall following the testing dates.

Section B. Checks are to be placed only beside those skills for which experiences and instruction were provided during the year. As part of the management system for Writing, all teachers of language arts must keep writing folders in the classroom for each student to be used by the students. * Writing assignments done during the year are to be kept inside these working folders. At the end of the year, one writing sample is selected to be placed inside the Language Arts Record Folder. The intercepting teacher will use this sample for diagnostic purposes and, at the end of the year, will discard it and replace it with a current sample.

*Manilla folders for this purpose will be provided by the district.

GENERAL DIRECTIONS:

1. In schools where one teacher is responsible for all language arts instruction, the Language Arts Record Folders may be kept in the classroom. In schools where several teachers share language arts responsibilities, folders should be kept in a centrally located place for shared use.
2. At the end of each year, it would seem beneficial to file these folders from each grade level alphabetically, in order that next year's teachers can pull the folders of students in her newly assigned class easily since most classes do not move up intact.
3. At the end of the 5th and 8th grades, the Language Arts Record Folders are to be sent with the permanent records to the intercepting school.
4. Recording on the Language Arts Record Folders must be done at the end of each semester. Time will be provided during the year for recording this information.

GLOSSARY

GLOSSARY

- Accent — special emphasis given to a syllable
- Adjective — a word used to modify a noun or pronoun by making its meaning more exact
- Adverb — a word used to modify a verb, adjective or another adverb to make its meaning more exact
- Affix — a prefix or suffix
- Antonyms — words that are opposite in meaning
- Argument ad hominem — "the argument to the man," an argument attacking the man instead of the issue, e.g., "Senator X is an isolationist."
- Attention span — the length of time an individual can concentrate on something without being distracted or losing interest
- Auditory — pertaining to hearing
- Autobiography — the story of one's own life
- Basal Reading — initial directed reading skills using basal readers
- Base word — the initial word form (see root word)
- Begging the question — an error in logic whereby the conclusion rephrases the beginning assumption, e.g., "Use of marijuana is bad because it's illegal."
- Biography — a written account of a person's life
- Blends — a combination of two or three letters representing a blended sound
- Climax — the point in literature at which conflicting issues are resolved toward one possible ending
- Compound sentence — a sentence consisting of two or more independent clauses; each could stand alone as a sentence
- Compound word — a combination of two or more words, some of which are written as one word, some as hyphenated words, and some as separate words
- Conflict — the struggle arising from the interplay of two opposing forces of the plot
- Conjunctions — words used to join phrases, words, clauses, sentences
- Conjunctive adverb — a type of connecting word, such as accordingly, also, anyhow, besides, consequently, etc.
- Connotation — the meaning(s) that a word suggests or implies
- Consonants — twenty-one letters of the alphabet that represent speech sounds produced by stopping or obstructing the flow of air through the mouth
- Consonant blends — two or three consonants that are blended into a speech sound that includes the sound of each consonant involved
- Consonant digraph — a combination of two or three consonants that do not represent a blend of the letters involved but do represent a single consonant speech sound

- Context** — the part of a discourse preceding or following a passage or a text, so associated as to throw light upon meaning
- Context clues** — the use of surrounding words, phrases, or sentences as an approach to word recognition and meaning
- Contractions** — single words formed by combining two words and omitting a letter or letters and placing an apostrophe in their place
- Critical analysis** — writing whose purpose is to determine the point and techniques of a story, play, etc.
- Cursive** — script writing with letters joined
- Decode** — the process of analyzing or solving a written word on the basis of known phonemic and structural clues
- Develop** — to reinforce what has been taught previously in more depth or at a more complex level
- Denotation** — the exact literal meaning of a word
- Dénouement** — the “unraveling” or winding down of a play or story
- Diacritical marks** — marks used to show how letters of words are pronounced
- Dialect** — the speech of people in one section of a country
- Digraphs** — two letters that have a single sound, can be consonants or vowels
- Diphthong** — two vowel sounds in a syllable with a glided blend
- Directed Reading Lesson** — a reading lesson consisting of two parts, the first in which a story is introduced and read independently, the second in which directed re-reading takes place
- Discrimination** — the ability to distinguish between words and concepts
- Drama** — a form of literature for performance on the stage
- Encoding** — the reverse process of decoding; for example, converting the spoken word into written form
- Exposition** — introductory information necessary to understand a play or story (see also *modes of writing*)
- Expanded vocabulary** — expanded use of verb forms, descriptive words, noun phrases, clauses, etc.
- Extemporaneous** — “off the cuff,” not pre-planned, as an extemporaneous speech
- Fiction** — A form of literature with imaginary characters and events
- Genre** — a type or form of literature
- Gestures** — movements of the hands, arms, or other parts of the body used instead of words or with words to help express an idea or feeling
- Historical present** — present tense used as a rhetorical device to describe past action
- Homographs** — words spelled the same and pronounced the same but with different meanings
- Homonyms** — words having the same pronunciation but different meanings

- Inferences** — conclusions drawn by means of reasoning or deduction
- Introduce** — to teach for the first time
- Language Experience** — a method of teaching reading in which a progression is made from speaking to reading
- Limerick** — a nonsense form of verse with the first and second lines rhyming, the third and fourth rhyming, and the fifth line usually ending in a surprise or humorous statement
- Linking verb** — a verb used chiefly to connect a subject with an adjective, noun, or pronoun that describes or identifies the subject
- Long vowel** — the sound that is the same as the name of the vowel letter
- Maintain** — no teaching required, but periodic review is necessary
- Manuscript** — printed writing
- Media** — the means by which one communicates or disseminates information
- Metaphor** — a figure of speech in which a word or phrase that ordinarily means one thing is used for another thing in order to suggest a likeness between the two
- Modes of writing** — types of writing which frequently blend, for example
 description — writing whose purpose is to communicate a sensory representation of something experienced
 exposition — writing whose purpose is to explain the nature of an object, idea, or theme
 narration — writing whose purpose is to recount an event or series of events
 persuasion — writing whose purpose is to convince an audience of the wisdom of a certain line of action
- Modifiers** — words or groups of words that restrict, limit, or make more exact the meaning of other words
- Non-fiction** — a form of literature using real characters and events
- Non-sequitur** — "it does not follow"; lack of association between one thought and a preceding thought
- Noun** — a word used as the name of a person, place, thing, or idea
- Oral interpretation** — reading a selection of prose or poetry with expression so as to interpret the selection for the listener
- Persona(e)** — the speaker in a poem
- Personification** — a figure of speech in which a lifeless thing or quality is spoken of as if it were alive
- Phonic analysis** — the process of recognizing a word by associating the sounds in a word with the symbols that stand for them
- Picture clue** — using a picture to get meaning
- Poetry** — form of literature written in a rhythmic, melodic manner
- Predicate** — the verb and the words with it to make a statement about the subject of a sentence or clause
- Prefix** — a syllable that comes before root or base words

Preposition — a word used to show the relationship between its object and another word in the sentence

Pronoun — a word that represents a person, place, or thing without naming it

Pronunciation key — a key to the symbols used in pronunciation respelling

Proper noun — a noun telling the name of a specific person, place, or thing

Readiness — preparedness for learning a given thing

Referent — someone or something that refers to another or is referred to

Riddle — clues presented in prose or poetry form to aid one in answering a question or to provoke guessing

Root word — the original word form

Scanning — glancing over print to get the answer to a question, e.g., a telephone number

Schwa — a neutral vowel sound, usually pronounced "uh" and indicated by the symbol *ə*. It is an indistinct vowel in unaccented syllables.

Sequence — order of succession

Short fiction — any of a genre that includes myths, tales, legends, short stories, etc.

Short vowel — a single vowel followed by a consonant in a word or syllable

Sight word — a word recognized because of its shape or configuration rather than by a blending of parts into the whole

Simile — a figure of speech that is an expressed comparison of two different things or ideas, usually introduced by like or as

Simple sentence — a sentence that has only one subject and one verb, either or both of which may be compound

Simple subject — the noun and noun marker that tells what or whom the sentence is about

Simple predicate — the verb or verb phrase which tells what the subject of the sentence does or is

Skimming — a method of reading parts of a selection in order to get the main idea; may involve reading topic sentence, bold-face type, etc.

Spelling vocabulary — words spelled correctly in writing

Structural analysis — the use of recognizable word parts to analyze unknown words

Style — an author's individual technique of writing

Subject — the part of a sentence which tells who or what

Suffix — a syllable that usually comes after root words to produce a specific change in meaning

Syllable — a sound or sequence of sounds in a word that contains one vowel sound

Syllabication — dividing words into syllables

Thesis sentence — the main idea of an essay

Tone — the attitude toward the subject and audience implied in a literary work

Topic sentence — the main idea of a paragraph

Verb — a word used to assert or express action or being

Voice — an analogy; a means of saying the voice of the writer can be seen in his prose as though he had spoken

Vowels — voiced speech sounds or phonemes that are characterized by a free flow of air. There are five regular vowels and two consonants (w and y) used to represent approximately 18 vowel sounds.

Vowel digraph — two vowels side by side that represent one vowel sound or phoneme

Word analysis — the recognition of the structure of a word

Word attack — the method a person uses to "unlock" an unfamiliar word

Word discrimination — skill in distinguishing between word forms and configuration

Word recognition — identification of words by context or analysis

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KINDERGARTEN ACTIVITIES

ACTIVITY

Have children walk up 3 or 4 steps and reverse directions. Observe to see if they are alternating feet correctly.

Source: *Early Childhood Education*, SC State Department

AREA

Kindergarten

OBJECTIVE #1

The student performs tasks involving gross motor skills.

SPECIFIC SKILLS(S)

A. Climbing stairs

ACTIVITY

Have children walk in different ways:

- as if carrying a package
- like father/mother
- with baby steps
- in place

Have children run in different ways:

- like a baby
- like an old lady
- as if tired
- to get out of the rain

AREA

Kindergarten

OBJECTIVE #1

The student performs tasks involving gross motor skills.

SPECIFIC SKILL(S)

B. Walking, running forward/backward

AREA	ACTIVITY
Kindergarten	Jumping up and down lifting both feet off the floor simultaneously. Variations: Jump to rhythmic clapping to counting, etc. Make quarter turns while jumping, then half turns and eventually full turns Source: <i>Early Childhood Education</i>, SC State Department
OBJECTIVE #1 The student performs tasks involving gross motor skills.	
SPECIFIC SKILL (S) C. Jumping	
AREA	ACTIVITY
Kindergarten	Show children how to gallop, lifting one leg high and following through with the other. Have children gallop in a circle as if they were circus horses to music. Source: <i>Early Childhood Education</i>, SC State Department
OBJECTIVE #1 The student performs tasks involving gross motor skills.	
SPECIFIC SKILL (S) D. Galloping	

- | ACTIVITY | AREA |
|---|---|
| <ol style="list-style-type: none"> 1. Child can maintain balance in sitting, kneeling and standing positions. i.e. sitting on the floor, the child lifts his legs and arms in various patterns holding back to maintain balance. 2. Child can maintain flexible body balance while walking a strip 10' long by 4" wide, forward, backward, and sideways and walk a line 4" wide, 8-12 feet long heel to toe and backward. | Kindergarten |
| Source: <i>Early Childhood Education</i> , SC State Department | OBJECTIVE #1
The student performs tasks involving gross motor skills. |
| | SPECIFIC SKILL (S)
E. Balancing |

ACTIVITY	AREA
1. Play the game Hopscotch. 2. Play a relay game where children hop to a designated spot and back again.	Kindergarten
Source: <i>Early Childhood Education</i> , SC State Department	OBJECTIVE #1 The student performs tasks involving gross motor skills.
	SPECIFIC SKILL (S) F. Hopping

AREA	ACTIVITY
Kindergarten	1. Play "Hot Potato." Sit in a circle so that a ball can be rolled back and forth. Pretend the ball is a "hot potato" and roll it quickly. Vary by rolling the ball with feet. 2. Have students toss a ball underhand at a given target. First, have children go through the motions without using a ball. 3. Draw a large triangle, circle, square and rectangle on the playground with chalk. Have children take turns bouncing a ball within the shape whose name the teacher calls.
OBJECTIVE #1 The student performs tasks involving gross motor skills.	Source: <i>Early Childhood Education</i> , SC State Department
SPECIFIC SKILL (S) G. Bouncing, throwing, kicking, catching a ball.	
AREA	ACTIVITY
Kindergarten	Procedure: Step on the left foot, hop on it, and step on the right foot. Repeat by beginning with right foot.
OBJECTIVE #1 The student performs tasks involving gross motor skills.	Source: <i>Early Childhood Education</i> , SC State Department
SPECIFIC SKILL (S) H. Skipping	

ACTIVITY

Manipulative objects for use in this activity:

1. Beads and bead strings (large and medium)
2. Peg boards and pegs (large and medium)
3. nest of boxes or cans
4. Set of snaps, bolts, pegs and blocks
5. Lacing shoes
6. Peg sorting
7. Tinkertoys

Source: *Early Childhood Education*, SC State Department

Teepees

Have children trace a teepee on sheet of vinyl (thick textured) wallpaper. Cut out teepee. Punch holes for lacing. Cut yarn, leaving enough for child to tie. (Put tape around ends of yarn for easy lacing) Pattern:



AREA

Kindergarten

OBJECTIVE #2

The student performs tasks involving fine motor skills.

SPECIFIC SKILLS (S)

- A. Assemble puzzles, manipulate objects

ACTIVITY

1. Draw straight lines on construction paper like so:



Have students cut straight across the lines to make strips.

2. Have children cut out shapes such as triangle for nose, circles for eyes. Paste them on paper to make a clown.

AREA

Kindergarten

OBJECTIVE #2

The student performs tasks involving gross motor skills.

SPECIFIC SKILLS (S)

- B. Cutting and pasting

AREA	ACTIVITY
Kindergarten	1. Using various materials, material, paper, etc. have students first fold in half then into quarters. 2. Housekeeping centers offer folding opportunities with baby blankets, cloths, scarves, etc.
OBJECTIVE #2 The student performs tasks involving fine motor skills.	
SPECIFIC SKILLS (S) C. Folding	

AREA	ACTIVITY
Kindergarten	1. Painting - Tempera, fingerpaint, water, sand, watercolor, soap. Mix about 2 parts dry paint to 1 part water. Fill container $\frac{1}{3}$ full. 2 or 3 colors are provided at a time for younger children. Free expression. 2. Drawing - Crayon, felt pen (washable), chalk, charcoal, jumbo pastels.
OBJECTIVE #2 The student performs tasks involving fine motor skills.	Free expression with large materials and large movements. No requirements for coloring within the lines.
SPECIFIC SKILLS (S) D. Drawing	

ACTIVITY

Give child the negative form (stencil, template) of a circle. Have him place in the center of the paper. Using a crayon, show how to trace around the inside of the shape. Have him trace, then repeat with another shape.

AREA

Kindergarten

OBJECTIVE #2

The student performs tasks involving fine motor skills.

SPECIFIC SKILLS (S)

E. Tracing

ACTIVITY

Materials: ditto sheets with rows of dots. (Make 6 heavy dots about 1/8" thick.) On the first row, space the dots 1/2" apart across 1/4 of the page. Gradually increase the distance between dots with each row. Gradually lengthen the rows until they stretch across the page.

Procedure:

Give a sheet to each child and ask him to tell what he sees on the page.

Explain that dots were written one right after another, in a straight line, in row formation.

Review the explanation with the children.

Instruct the children to place their pencil or crayon on the first dot in the upper left hand corner. (Point at the dot on your own sheet.)

Have them draw lines from one dot to another, from left to right across the row.

Check each child's work and make sure he has followed directions.

While they are drawing, explain to the children that they are drawing lines from left to right.

AREA

Kindergarten

OBJECTIVE #2

The student performs tasks involving fine motor skills.

SPECIFIC SKILLS (S)

F. Draw straight lines, dot to dot

AREA

Prewriting

ACTIVITY

Play the game "Dot to Dot."

Avoid crossing lines until the child does the task easily. Increase the length of lines and difficulty of pattern as child becomes more adept.

OBJECTIVE #2

The student performs tasks involving fine motor skills.

SPECIFIC SKILLS (S)

G. Draw dot to dot pictures.

AREA

Kindergarten

ACTIVITY

1. Draw a figure 8 lying on its side about 2 ft. wide and 10" high. Ask child to trace over and over this figure with 1 continuous line without taking chalk from the board. When child has achieved a smooth, free movement, ask him to reverse direction without picking up the chalk or interrupting the activity.
2. Draw a simple design and have children copy it.

OBJECTIVE #2

The student performs tasks involving gross motor skills.

SPECIFIC SKILLS (S)

H. Copy shapes, numerals, letters.



Add a feature and have children copy it.



Continue until a picture results.



ACTIVITY

Put pieces of a puzzle together to form a picture. Two, three and four puzzles can be made by cutting small pictures in halves, thirds, or quarters.

AREA

Kindergarten

OBJECTIVE #3

The student remembers visual stimuli

SPECIFIC SKILLS (S)

A. Reproduces simple patterns

ACTIVITY

Start with puzzles which have 4 or 5 pieces and have good figure ground contrast. Extend activity to include advanced picture puzzles with more figures ground confusion and more pieces.

AREA

Kindergarten

OBJECTIVE #3

The student remembers visual stimuli.

SPECIFIC SKILLS (S)

Assembles puzzles (7-15 pieces)

AREA	ACTIVITY
Kindergarten	Materials: A manila envelope for each child on which he has drawn his own face. A rectangular piece of cardboard for each child, with his first name printed in upper and lower case letters. Cardboard letters needed to make the names of the children in each envelope Flannelboard for demonstration
OBJECTIVE #3 The student remembers visual stimuli	1. Put the name and the letters needed for the name in the appropriate envelopes. On the flannelboard put up a card with a name like the ones in the envelopes and the letters that make that name placed randomly on the board. Show students how to match the letters and go from left to right spelling the name with the letters. When you have done this, mix up the letters and have several children try it.
SPECIFIC SKILL (S) C. Recognize letters in his own name	2. Give each child his envelope and tell him that he may make his own name and that you will help him if he needs help. 3. Later each child can learn his last name in the same way.

AREA	ACTIVITY
Kindergarten	See Objective #2, Skill H.
OBJECTIVE #3 The student remembers visual stimuli	
SPECIFIC SKILL (S) D. Recognize shapes when other shapes are added.	

ACTIVITY

Materials: Cardboard tubing (graduated sizes), spray paint, container for cylinders.

Procedure:

1. Make cylinders out of toilet paper rolls or paper towel rolls. Spray with paint. Have the cylinders different sizes so that the child can arrange them in graduating order. (Either small to large or large to small.)
2. Use students themselves as objects to show short-tall. i.e. Mary is shorter than Sue, but Sue is the shortest in the group.
3. Have children sort objects according to size, shape and color.

AREA

Kindergarten

OBJECTIVE #4

The student determines likenesses and differences in visual stimuli.

SPECIFIC SKILL (S)

- A. Compare and sort by color, shape, or size.

ACTIVITY

Materials: 3 squares for each child made of stiff paper; center of each square is marked with an "X" to designate area for paste.

Paste and brush

Containers for paste

Circles, triangles, squares and rectangles cut from construction paper

Procedure:

1. Show the children the squares, circles, triangles and rectangles.
2. Have children repeat the names of the shapes.
3. Ask the children to paste the circle on their cardboard square. Repeat with the other shapes.
4. Gather the finished squares with pasted figures of shapes to use for discussion later.

(continued)

AREA

Kindergarten

OBJECTIVE #4

The student determines likenesses and differences in visual stimuli

SPECIFIC SKILL (S)

- B. Categorize similar objects

AREA	ACTIVITY												
Kindergarten	Materials: • 3 boxes (decorated as stores with pictures) — toy store, food store and clothing store • Pictures of clothing, food and toys Procedure: Discuss each kind of store and what may be sold in each store. Present a group of picture cards, identify articles, have the children place items in the appropriate store (box)												
OBJECTIVE #4 The student determines likes and differences in visual stimuli	This activity can also be used to group items into more specific categories. e.g.: <table><tr><td>Kinds of Food</td><td>Clothing</td><td>Toys</td></tr><tr><td>fruits</td><td>men's</td><td>girls'</td></tr><tr><td>vegetables</td><td>ladies'</td><td>boys'</td></tr><tr><td>meats</td><td>children's</td><td></td></tr></table>	Kinds of Food	Clothing	Toys	fruits	men's	girls'	vegetables	ladies'	boys'	meats	children's	
Kinds of Food	Clothing	Toys											
fruits	men's	girls'											
vegetables	ladies'	boys'											
meats	children's												
SPECIFIC SKILL (S) B. Categorize similar objects													

AREA	ACTIVITY
Kindergarten	Materials: Sets of lower case and upper case letters (Flannel board or magnetized board) Procedure: 1. Place 4 lower case letters in the column on the left-hand side of the board. 2. Place identical letters on the right-hand side of the board, making certain that no two identical letters are opposite. 3. Point to the first letter in the left-hand column and ask what the letter is. 4. When it has been identified, ask someone to match it to one that looks the same on the right-hand side. 5. When this is done correctly, place the two letters side by side. 6. Do this with all the lower case letters, and then work through the alphabet using the upper and lower case together.
OBJECTIVE #4 The student will determine likenesses and differences in visual stimuli	
SPECIFIC SKILL (S) C. Match objects and letters	

ACTIVITY

Write a pattern consisting of one or two letters on the board. Have children copy it 3 times on their paper. When they do so correctly, erase it and put up another. (You may use letters or shapes.)

AREA

Kindergarten

OBJECTIVE #4

The student determines likenesses and differences in visual stimuli

SPECIFIC SKILL (S)

D. Follow visual directions

AREA	ACTIVITY
Kindergarten	The teacher claps the rhythm of a child's name as she says it. Eg.: Mary Lou Templeton (clap) (clap) (clap) (clap) (clap) (clap) Have each child clap the name back to the teacher
OBJECTIVE #5 The student remembers auditory stimuli	
SPECIFIC SKILL (S) A. Hear and repeat 6 pattern clapping rhythms	

AREA	ACTIVITY
Kindergarten	Have children close their eyes. Make sounds with common objects in the room such as chalk on blackboard, closing a window or turning on a faucet. Have children identify the different sounds.
OBJECTIVE #5 The student remembers auditory stimuli	
SPECIFIC SKILL (S) B. Identify sounds	

ACTIVITY

Materials: Noise-making objects: bell, rattle, two wooden blocks, eggbeater.
Other objects: book, chair, ball, baseball cap

Procedure:

Say:

This game we are going to play is about careful listening. See this bell? What can you do with it? See that chair? What can you do with it? I am going to ask you all to listen carefully while I tell you what to do. Then I will ask who wants to do it. First shake the rattle, then put on the baseball cap. Who wants to do that?

Continue, giving only two directions until the group seems to find that easy.

Then give three tasks in a row

Source: *An Activities Handbook for Teachers of Young Children*

AREA

Kindergarten

OBJECTIVE #5

The student remembers auditory stimuli

SPECIFIC SKILL (S)

C. Carry out oral directions

ACTIVITY

1.

Procedure:

Teacher: "Today we will listen to words to see if they sound alike. We say they rhyme. 'Rake' and 'bake,' 'pin' and 'in' rhyme. When I say two words that rhyme, I want you to stand up. Let's try it. 'cat-bat,' they rhyme so you will stand up." (Students stand up.) "Good." "Rake-bake" (Students stand up.)

Source: *Teaching Children Basic Skills — A Curriculum Handbook*

2.

Procedure:

To identify pictures of words that rhyme show children a set of three pictures, all of which rhyme. Let them identify the pictures and tell why they rhyme. Then show a different set of rhyming pictures following the same procedure. Now put the two sets together and have children pick out the rhyming pictures following the same procedure. Now put the two sets together and have children pick out the rhyming words. Have them tell why they made their choices. Continue with other sets but limit number of cards in use at one time to six.

Source: *Individualization: A Prescription Guide for Learning Centers in Early Childhood Education*

AREA

Kindergarten

OBJECTIVE #5

The student remembers auditory stimuli

SPECIFIC SKILL (S)

D. Recognize rhyming words

(Continued)

AREA	ACTIVITY
Kindergarten	3.
OBJECTIVE #5 The student remembers auditory stimuli	Materials: Mother Goose nursery rhymes or original couplets Procedure: Recite a rhyming couplet, leaving out the last word. Call on one player to complete the last word. Begin with familiar nursery rhymes and progress to original couplets. In complete sentences also may be used for this activity, for example: "This is the cat that chased the _____." (rat) Have the child repeat the entire couplet. Source: <i>Handbook of Skill Development Activities for Young Children</i>
SPECIFIC SKILL (S) D. Recognize rhyming words — repeat simple nursery rhymes	

AREA	ACTIVITY
Kindergarten	Dramatic Interpretation:
OBJECTIVE #5 The student remembers auditory stimuli	Choose a familiar fairy tale or nursery story which has three or four characters with parts for appropriate dialogue between characters. 1. Read the story. 2. Tell the story again stopping when the characters speak and let a child say the part. 3. After telling the story in this manner several times, let the children tell and act out the story alone. 4. Another time, read $\frac{1}{3}$ of the story and let a child tell the ending.
SPECIFIC SKILL (S) E. Retell F. Hear $\frac{1}{3}$ of a story and verbalize the ending	

ACTIVITY**1. Materials: Drum**

Procedure: Have children close their eyes. Ask them to raise their hands when the volume of the instrument being played changes. Then have them tell whether the change is louder or softer.

Source: *Individualization: A Prescription Guide for Learning Centers in Early Childhood Education*

2. Materials: For the children and the teacher: one paper megaphone each.**Procedure:**

Ask the children to make their voices loud when your voice is loud, soft when your voice is soft.

Sing a call-response song.

Vary the pattern of loud-soft. Do not just alternate the two. If you build up to three or four soft versions before you do a loud one, you will create a sense of anticipation in the children.

Play examples from a variety of recordings to demonstrate.

Source: *An Activities Handbook for Teachers of Young Children*

AREA**Kindergarten****OBJECTIVE #6**

The student determines likenesses and differences in auditory stimuli

SPECIFIC SKILL (S)

A. Identify loud/soft sounds

ACTIVITY**Materials: Piano****Procedure:**

Teacher plays notes on a piano. Have children indicate whether they are high or low notes.

Source: *Individualization: A Prescription for Learning Centers in Early Children Education*

AREA**Kindergarten****OBJECTIVE #6**

The student determines likenesses and differences in auditory stimuli

SPECIFIC SKILL (S)

A. Identify high/low pitch

AREA

Kindergarten

ACTIVITY

See activity for objective 5, skill B and repeat some sounds for identification of sounds which are the same.

OBJECTIVE #6

The student determines likenesses and differences in auditory stimuli

SPECIFIC SKILL (S)

A. Same/different sounds

AREA

Kindergarten

ACTIVITY

Materials: 5 chairs, 5 cards with one letter on each one.

Procedure: Put one card on each chair and place the chairs in a row. Say a word to one child and he sits behind the chair with the correct beginning sound. After each child has had a turn, they pretend they are a train by holding on to each others waist and chug around the room making their letter sound.

OBJECTIVE #6

The student determines likenesses and differences in auditory stimuli

SPECIFIC SKILL (S)

B. Recognize differences in words (beginning sounds)

ACTIVITY

1.

Materials: Shoe boxes. Variety of toys which children can easily identify.

Procedure:

Print one letter of the alphabet (in upper and lower case) on the end of each shoe box. Next to the letter draw or paste a picture of a common object which begins with that letter. Place five or six objects beginning with that letter in each box. Place one shoe box on a table. Let children examine and name objects in the box. Pass the box around to a small group of children and let each child take one object. Ask each child to name what he has. When a child responds, reinforce by repeating the name the object, e. g. "Bob has a bat." Have the group repeat the name of each object and collect each object as it is named. If a child cannot name his object, say: "John, show everyone your object. Can anyone name it?"

After all objects are collected, hold each one up and ask: "What is this? Do you hear anything special about the names of these things? Who can tell me the name of the letter on the shoe box?"

Bring out a second box with a different letter on it. Repeat above procedure.

Source: *An Activities Handbook for Teachers of Young Children*

AREA

Kindergarten

OBJECTIVE #6

The student determines likenesses and differences in auditory stimuli

SPECIFIC SKILL (S)

B. Recognizes differences in words (beginning sounds)

ACTIVITY

2.

Materials: Paper bags, pens and empty packages from grocery store.

Procedure:

Have grocery bags marked with letters and have the children sort the empty packages from the supermarket into bags according to the first letter sound of the product bought.

Variation: You may use final sound in spoken words.

Source: *Newberry Language Arts Guide K-4* Your activities for this skill

AREA

Kindergarten

OBJECTIVE #6

The student determines likenesses and differences in auditory stimuli

SPECIFIC SKILL (S)

B. Recognizes differences in words (beginning sounds) continued

AREA	ACTIVITY
Kindergarten	1. Materials: Word cards and alphabet letters Procedure: Write words in large manuscript on word cards. Have the children use alphabet letters to form word. Check to see if he uses all letters and completes the word.
OBJECTIVE #6 The student determines likenesses and differences in auditory stimuli	2. Label the objects in the classroom. (i.e. door, desk, board, window, wall, chalk, pencil, crayon, picture, etc.)
SPECIFIC SKILL (S) B. Recognizes differences in words (word length)	

ACTIVITY

Materials: Pictures of objects mounted on cardboard (suggestions: animals, furniture, vehicles, food, play equipment)

Procedure:

1. Play game called "I've Got a Secret."
2. Do not show pictures to the children.
3. Give clues about the object in the picture, e.g., physical description, group it belongs to (animal, vehicle, etc.) how it is used, where found.
4. Let children guess after each clue, e.g., "This animal has a long neck. What is it?" (giraffe).
5. When a child guesses correctly, give him the picture.
6. When all pictures are guessed, let each child hold up his picture and ask, "What is this?"
7. Encourage the child to answer in complete sentences.

Variation:

1. Have children describe objects and let others guess.
2. Make animal sounds and have children guess the animal.
3. For children with limited vocabularies, use pictures of one class of objects (all food, etc.) and line pictures up to provide a visual clue.

AREA

Kindergarten

OBJECTIVE #7

The student communicates with others by using expressive language

SPECIFIC SKILL (S)

- A. Name objects, people, animals, places

ACTIVITY

Materials: One each of the following objects for each child: red ball, blue block, yellow chalk, small green ball

Procedure:

1. Hold up an object and make a statement about it: This ball is red.
2. Ask the class to repeat the sentence as they hold up their matching Objects:
Teacher: Is this ball red?
Children: Yes, this ball is red.
Teacher: Is this ball blue?
Children: No, this ball is not blue.
3. Introduce the other objects using the same method.
4. Introduce the object using the same method.
Teacher: This ball is red and round.
Children: This ball is red and round.
5. This type of language instruction calls for daily experience in patterned drill.

Source: *An Activities Handbook for Young Children*

AREA

Kindergarten

OBJECTIVE #7

The student communicates with others by using expressive language

SPECIFIC SKILL (S)

- B. Use simple sentences to describe objects

AREA	ACTIVITY
Kindergarten	Materials: Group of photographs showing indoor and outdoor activities, photographs mounted on tagboard, sentence describing the scene below each photograph. Procedure: 1. Hold up a picture and read a sentence, e. g. Paul is climbing the ladder. 2. Children and teacher engage in dialogue.
OBJECTIVE #7 The student communicates with others by using expressive language	Teacher: Who is climbing the ladder? Children: Paul. Teacher: What is Paul doing? Children: Climbing. Teacher: What is Paul climbing? Children: The ladder. Teacher: Paul is climbing the ladder. Let's say it together. Paul is climbing the ladder.
SPECIFIC SKILL (S) C. Use simple sentences to describe actions	Source: <i>An Activities Handbook for Young Children</i>

AREA	ACTIVITY
Kindergarten	Stage a demonstration of 1 child walking across the room, then 2 children walking across the room, then encourage discussion with "he walks" and "they walk."
OBJECTIVE #7 The student communicates with others by using expressive language	
SPECIFIC SKILL (S) D. Use singular and plural forms of verbs	

ACTIVITY

Materials: 3 boxes covered with colorful paper, small box with a top, middle-sized box, large box, 3 stuffed animals or dolls.

Procedure:

Put boxes in a row. Have children identify the objects and tell how many there are. Discuss the parts of the boxes (top, bottom, sides, etc.), and how they could possibly use the boxes.

Place a doll in, on or beside each box and talk about where it is in relation to the box. Move the dolls to different positions and question again. Let the children place the dolls and tell where they are.

Play "Simon Says" using a box for each child.

AREA

Kindergarten

OBJECTIVE #7

The student communicates with others by using expressive language

SPECIFIC SKILL (S)

E. Describe spatial relationships

ACTIVITY

Discuss body parts. The teacher begins a follow-the-leader game by giving directions such as "Touch your Head," "Touch Your Knee." Continue by having the children take turns as the leader giving directions.

AREA

Kindergarten

OBJECTIVE #8

The student is receptive to language in communicating with others

SPECIFIC SKILL (S)

A. Oral understanding of names of body parts

AREA Kindergarten	ACTIVITY See activity for Objective 7, Skill E.
OBJECTIVE #8 The student is receptive of language in communicating with others	
SPECIFIC SKILL (S) B. Oral understanding of spatiality	
AREA Kindergarten	ACTIVITY Procedure: Action records: Children carry out directions given in activity records such as "Dance a Story," Sing and do Records, also. Source: <i>Individualization: A Prescription Guide for Learning Centers in Early Centers in Early Childhood Education</i>
OBJECTIVE #8 The student is receptive of language in communicating with others	
SPECIFIC SKILL (S) C. Oral directions	

ACTIVITY

See activity for Objective 7, Skill A.

AREA

Kindergarten

OBJECTIVE #8

The student is receptive of language in communicating with others

SPECIFIC SKILL (S)

D. Oral understanding of names of simple objects, actions

ACTIVITY

See activity for Objective 7, Skill A

AREA

Kindergarten

OBJECTIVE #9

The student expresses an interest in language

SPECIFIC SKILL (S)

A. Describe characteristics of objects

AREA	ACTIVITY
Kindergarten	B. See activity for Objective 7, Skill C. C. Adapt same activity for Skill C. Substitute action words for feeling words.
OBJECTIVE #9 The student expresses an interest in language	
SPECIFIC SKILL (S) B. Describe actions with words C. Describe feelings with words	

AREA	ACTIVITY
Kindergarten	Children must develop a positive attitude toward books. Opportunities for listening to, enjoying, handling, and using books can help him learn that reading can be fun. Suggested Methods:
OBJECTIVE #9 The student expresses an interest in language	1. Maintain a book corner for free time. 2. Join a child at times to talk about books he likes. 3. Teach children to care for books. 4. Plan a story time each day. 5. Select stories that interest the children. (Avoid stories involving cruelty, trickery, pain or stories that involve excessive fantasy.) 6. Use visual aids when possible.
SPECIFIC SKILL (S) D. Express curiosity about books and pictures	Flannel board Magnetic board Puzzles Real objects related to book

ACTIVITY

Materials: Source for story information: photograph, picture, storybook character, picture child has painted, paper for story dictation, construction paper for cover, stapler.

Procedure:

1. Initiate story telling.
2. Print story as child tells it.
3. Staple together the pictures and dictation pages.
4. Let the child make a cover and put name and title on it.
5. Place a "library card" in each book and let children check them out.

Source: *An Activities Handbook for Teachers of Young Children*

AREA

Kindergarten

OBJECTIVE #9

The student expresses an interest in language

SPECIFIC SKILL (S)

- E. Recognize relationship between talking, writing, and reading

ACTIVITY

Materials: Assortment of buttons, egg carton.

Allow the child to sort the buttons according to his own criteria (size, shape, color). Discussion of the activity might be: "Tell me something you notice about the buttons. Will you put all the buttons together like that? What will you do with ones left over?"

Source: *Workjobs*

AREA

Kindergarten

OBJECTIVE #10

The student classifies stimuli on the basis of one or more attributes

SPECIFIC SKILL (S)

- A. Compare and sort objects

AREA	ACTIVITY
Kindergarten	Materials: Tagboard, marking pens, pictures of animals, container for pictures of animals and habitats. Procedure: Draw pictures of three different animal habitats; Water, land in the air. The children classify animals according to their habitat.
OBJECTIVE #11 The student compares stimuli on the basis of one or more attributes	Source: Workjobs
SPECIFIC SKILL (S) A. Recognize likenesses and differences in objects, food, animals, people	

AREA	ACTIVITY
Kindergarten	1. Show children plastic spoons of different colors. 2. Review the colors. 3. Say: "I am going to hide one of the spoons and you can take turns telling me which one is missing." 4. When a child guesses correctly, he may hold the spoon.
OBJECTIVE #11 The student compares stimuli on the basis of one or more attributes	
SPECIFIC SKILL (S) B. Recognize likenesses and differences in size, shape, color, taste, touch	

ACTIVITY

Materials: Shoe box, objects and materials for children to feel.

Procedure:

Have a variety of materials with various textures. A child places his hand in the box and touches material. He describes verbally what he feels by responding with a complete sentence.

Example: This is soft.
This is rough.

AREA

Kindergarten

OBJECTIVE #11

The student compares stimuli on the basis of one or more attributes

SPECIFIC SKILL (S)

C. Understand and use opposite terms

ACTIVITY

See activity in Objective 5, Skill F.

AREA

Kindergarten

OBJECTIVE #12

The student sequences stimuli on the basis of one or more attribute(s)

SPECIFIC SKILL (S)

A. Hear $\frac{2}{3}$ of story — supply ending

AREA	ACTIVITY
Kindergarten	Cooking Activity — Baking cookies. Children participate in small groups. Language — 4 or 5 children in a group interact constantly, describing the process, asking questions. Science and Social Studies discuss ingredients what the ingredients are how they grow how they were processed how they were transported to the store
OBJECTIVE #12 The student sequences stimuli on the basis of one or more attribute(s)	
SPECIFIC SKILL (S) B. Recall details from visual stimulus	

AREA	ACTIVITY
Kindergarten	See Peabody Language Development Kit.
OBJECTIVE #12 The student sequences stimuli on the basis of one or more attribute(s)	
SPECIFIC SKILL (S) C. Write, pantomime, or verbalize series of 4 letters, figures, etc.	

ACTIVITY

Present stories simply, directly and with feeling. Speak in a clear, quiet voice. Ask questions which require responses other than "yes" or "no." Questions which begin with:

"Why do you think . . .?"

"How do you know . . .?"

"What would you do if . . .?"

ect.

AREA

Kindergarten

OBJECTIVE #12

The student sequences stimuli on the basis of one or more attribute(s)

SPECIFIC SKILL (S)

D. Write pantomime, or verbalize story he has heard

ACTIVITY

See activity for Objective 5, Skill C and Objective 8, Skill C.

AREA

Kindergarten

OBJECTIVE #12

The student sequences stimuli on the basis of one or more attribute(s)

SPECIFIC SKILL (S)

E. Follow multi-sequence directions

AREA**Kindergarten****ACTIVITY**

Experiences such as making a jack-o-lantern or baking cookies provide good opportunities for children to be involved in an event which requires each step to follow in a sequential pattern. As the children relate the experience afterward, help them to reorder the steps in the proper sequence. Write their ideas on an experience chart.

OBJECTIVE #12

The student sequences stimuli on the basis of one or more attribute(s)

SPECIFIC SKILL (S)

F. Recall sequences 3 to 5 step activity

AREA**Kindergarten****ACTIVITY**

See *Peabody Language Development Kit*. See also Objective #7B and 17C.

OBJECTIVE #12

The student sequences stimuli on the basis of one or more attribute(s)

SPECIFIC SKILL (S)

G. Put words together in correct order

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ACTIVITY

1.

See activity for Objective 5, Skill D.

2.

Finger play:

Open them, shut them.
Give a little clap.
Open them, shut them.
Lay them in your lap.
Creep them, creep them
Way up to your chin.
Open up your mouth,
but do not let them in.
Open them, shut them

To your shoulders fly
Then like little birds,
let them flutter through the sky.
Falling, falling, falling
Almost to the ground.
Quickly pick them up again and
twirl them round and round.
Faster, faster, faster.
Slower, slower, slower
(Stop abruptly and clap loudly)

AREA

Kindergarten

OBJECTIVE #12

The student sequences stimuli on the basis of one or more attribute(s).

SPECIFIC SKILL (S)

H. Repeat nursery rhymes, finger-plays, song, etc.

ACTIVITY

Materials: 1 record, 10 cards, with one number on each card.

Procedure:

Have the children sit in a circle and give one card to ten different children. As the music plays they pass the cards around the circle. When the music stops whoever has a card must name the number he has when he is called.

AREA

Kindergarten

OBJECTIVE #13

The student begins to understand the concept of conservation of numbers

SPECIFIC SKILL (S)

A. Sequence numerals

AREA	ACTIVITY
Kindergarten	1. Select 1 child to be Humpty Dumpty. Give him a stack of cards with the numerals from 1-10 printed on them (1 numeral per card). 2. Give another child a stack of cards on which pictures of objects in numbers varying between 1-10 have been pasted or drawn.
OBJECTIVE #13 The student begins to understand the concept of the conservation of numbers	3. Humpty Dumpty sits in the center of a circle as the other children try to "give him a great fall" by holding up one picture card at a time for him to match with the corresponding number card from his stack. He "sits on the wall" until he misses. The child who "stumps" him becomes Humpty Dumpty.
SPECIFIC SKILL (S) C. Use one-to-one correspondence B. Classify based on amount	

AREA	ACTIVITY
Kindergarten	1. Pictures for the bulletin board of topics that are of interest for children, placed on their eye level, to encourage conversation about the pictures. 2. Collection of magazine pictures of people doing things. Use clues in the pictures to guess what is going on. A picture of someone standing near a table holding knives, forks, and spoons will suggest - - - - .
OBJECTIVE #14 The student interprets and infers based on oral and illustrative selections	
SPECIFIC SKILL (S) A. Interprets pictures B. Makes up stories about pictures	

ACTIVITY

Materials: Tape recorder, crayons, art paper.

Tape a short story, leaving off the ending. Give the children paper and crayons and have them draw a picture showing the way they think the story ends.

See also Objective #12A

AREA

Kindergarten

OBJECTIVE #14

The student interprets and infers based on oral and illustrative selections

SPECIFIC SKILL (S)

C. Make up ending for stories

ACTIVITY

Read students a story or poem and encourage them to talk about it. Provide a tape recorder and give the children an opportunity to record their thoughts and feelings.

AREA

Kindergarten

OBJECTIVE #14

The student interprets and infers based on oral and illustrative selections

SPECIFIC SKILL (S)

D. Describe feelings from story or poem

AREA

Kindergarten

ACTIVITY

Have children prepare a simple recipe from a cookbook. The group must work and share responsibility in order to taste the final product.

OBJECTIVE #15

The student controls emotions and expresses them in a socially acceptable manner

SPECIFIC SKILL (S)

A. Follow rules and completes jobs

AREA

Kindergarten

ACTIVITY

Let a group of children role-play several everyday situations that call for special behavior. Then discuss the appropriate behavior in each of the situations depicted.

OBJECTIVE #15

The student controls emotions and expresses them in a socially acceptable manner

SPECIFIC SKILL (S)

B. Recognizes appropriate behavior for special places

ACTIVITY

Have children role-play a situation like this:

Billy let Sam play with his new truck. Sam played that the truck had a wreck. He crashed it too hard and the wheel came off. What do you think happened when Sam brought the truck back to Billy?

After the role-play, discuss how Billy felt and how Sam should have acted.

- See *Duso Kit*

AREA

Kindergarten

OBJECTIVE #15

The student controls emotions and expresses them in a socially acceptable manner.

SPECIFIC SKILL (S)

C. Recognizes feelings of others

ACTIVITY

1. Let children know that it is *all right* to have feelings. Help him to find acceptable outlets for negative feelings.

Example: Angry feelings can be expressed in an acceptable manner by talking about or verbalizing his feelings.

AREA

Kindergarten

OBJECTIVE #16

The student displays a positive attitude toward self.

SPECIFIC SKILL (S)

A. Recognize and verbalize own feelings

AREA	ACTIVITY
Kindergarten	1. Kindergarten children are egocentric. They are interested in themselves. Make each child feel important. Let them carry out "their own" ideas. 2. They want to feel proud, big, and important. Learning "how to do" something makes a child proud. Help each child to be successful each day.
OBJECTIVE #16 The student displays a positive attitude toward self	
SPECIFIC SKILL (S) B. Show pride in accomplishments	

AREA	ACTIVITY
Kindergarten	1. Explain class routines and keep them simple. Plan activities which can be completed within a given time frame. Always give the child time to do the activity. Familiarize the children with signals which indicate time to change to another activity. Allow a reasonable amount of time for the child to complete an activity and put away materials. 2. When planning an activity which varies from the usual routine, such as a field trip or a special visitor, prepare the children well in advance so they will know what to expect. Plans for these experiences should be well organized so as to avoid the kind of confusion which causes young children to feel insecure.
OBJECTIVE #16 The student displays a positive attitude toward self.	
SPECIFIC SKILL (S) C. Accept and adjust to change	

ACTIVITY

1. Provide chances to make choices. Have easy and difficult things to do.
Use:
 - a. choice board for centers
 - b. choice of activities within centers
2. Children should be allowed to make decisions They learn from inappropriate decisions. Intercede only when his own decision could be harmful to himself or others.
3. Since they learn through their mistakes, let them decide "when" and "how much" to practice. Each child must learn at his own rate.

AREA

Kindergarten

OBJECTIVE #16

The student displays a positive attitude toward self.

SPECIFIC SKILL (S)

D. Make simple decisions

ACTIVITY

1. The child will be able to work independently for short spans of time as his interests and skills develop and as he grows in self-confidence. Teachers should provide activities which are challenging and stimulating. Completion of projects should always be encouraged. Remember that children work at different paces. Always allow the child an opportunity and time to complete a project.
2. Attentiveness in group activities can be encouraged by maintaining eye contact with the children. Use of the following techniques are also helpful:
 - a. Telling a story rather than reading it.
 - b. Fingerplays and games.
 - c. Using children's names when telling stories or talking about things.
 - d. Using pictures and objects.

AREA

Kindergarten

OBJECTIVE #16

The student displays a positive attitude toward self

SPECIFIC SKILL (S)

E. Follows projects to completion

AREA	ACTIVITY
Kindergarten	Materials: A bird nest Procedure: Let the children describe the bird nest and identify the materials the bird used in building the nest. Other things to be discussed: 1. Where the nest came from 2. What kind of bird built the nest 3. Shape and texture 4. Purpose 5. How the bird built the nest 6. Why the bird builds the nest
OBJECTIVE #17 The student displays a positive attitude toward school	
SPECIFIC SKILL (S) A. Express curiosity about surroundings	

AREA	ACTIVITY
Kindergarten	Materials: One piece of bright thick colored yarn — about 36" long. Procedure: When the children are grouped, present the yarn and describe its name, color, texture, etc. Tell the children that we are going to use our imagination to see how many different kinds of things can be done with the piece of yarn. Hold the yarn in the air. Ask: "How could I use the yarn this way?"
OBJECTIVE #17 The student displays a positive attitude toward school	The children respond. Continue by holding the string in different positions and gather more ideas. <i>Kidstuff</i>
SPECIFIC SKILL (S) B. Express ideas by sharing in small groups	

ACTIVITY

1. Field trip — Going to the grocery store.

Language —

1. Talk about what you will see.
2. Discuss the purpose of the trip.
Example: to buy vegetables to make vegetable soup.
3. During the trip, children talk about what they see.
4. After the trip, discuss the experience. let the children tell what they observed, ask questions and answer questions.

2. See also Objective 9, Skill E.

3. Materials: Tape recorder

Procedure:

At group time or in the center, use a tape recorder to record children's conversations or as they tell about an experience. Play the tape back so that children can hear themselves. They learn the relationship between speaking and listening.

- As children become more proficient in use of language, let them dictate a story for the teacher to write. Let them draw a picture to go with the story. Display it in the room.

AREA

Kindergarten

OBJECTIVE #17

The student displays a positive attitude toward school

SPECIFIC SKILL (S)

- C. Express ideas through experience stories

AREA	ACTIVITY
Kindergarten	Materials: Puppets Procedure: A. Role-play with the puppets situations which require cooperation and sharing; leaving it unresolved. Discuss with the children ways to solve the problem. Act out their suggestions and discuss the skits. After a role-play experience with puppets, allow children to create their own skit given a problem involving cooperation and sharing. Note: D- C. When possible, allow children to work out their own problems. Teach them to "talk about" their conflicts and find a solution without adult interference. E. Adult leadership: 1. Children learn more from what adults do than what they say. Have as few rules as possible. Be consistent. Use <i>do's</i> instead of <i>don't's</i>. Get the child's attention before making a request. Respect each child and let him know what the limits are. Hold to them. 2. Encourage desirable behavior by approval. Children will repeat what you reinforce and approve. Negative behavior is often repeated by a child because the adult reinforces it through punishment. Source: <i>Early Childhood Education in South Carolina</i>
OBJECTIVE #18 The student interacts with others in a socially acceptable manner	
SPECIFIC SKILL (S) A. Progress to cooperative play levels D. Cooperating and sharing E. Follow adult leadership	

AREA	ACTIVITY
Kindergarten	Materials: A book which includes a conflict, real or unreal, and expresses negative as well as positive feelings and actions. Recommended Books: Brown, Margaret W., <i>The Runaway Bunny</i>, New York: Harper and Row, 1942. Brown, Margaret W., <i>The Dead Bird</i>, New York: William R. Scott, 1958. Zolotow, Charlotte, <i>The Quarreling Book</i>, New York: Harper and Row, 1963. Rey, H. A., <i>Curious George</i>, Boston: Houghton Mifflin Co., 1941. Procedure: 1. Read in an interesting manner. Read intimate passages softly, exciting passages more forcefully; read slowly for suspense and faster for action. 2. Check to discover if the children understand the following: Words Abstract Concepts Character motivations Processes 3. Encourage children to participate by accepting their answers and expanding them. If necessary, clarify meanings. Show them their thoughts are important and interesting to you. Source: <i>An Activities Handbook for Young Children</i>
OBJECTIVE #18 The student interacts with others in a socially acceptable manner	
SPECIFIC SKILL (S) B. Identify and respond to the emotions of other people C. Listen to other people's ideas	

READING: PRIMARY (1-3)

ACTIVITY

Materials: Game cards divided into 9 squares with a different letter of the alphabet in each square. Plastic or cardboard letters of alphabet. Can or box to hold letters.

Procedure:

The child draws letters from the box or can. As he draws, ask if he knows the letter. He repeats it as he looks at the letter, then finds it on his card. If there is no match, he puts it back into the container. When he completes a row across or down, he is a winner.

Variation:

Show child a picture. Ask him to find and name letter that goes with picture.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

A. Recognizing letters of the alphabet randomly

ACTIVITY

Materials: Index cards or posterboard, markers

Procedure:

Write familiar words on cards which begin with lower case letters. Write same words on matching set, beginning word with upper case letter. The child is given 3 or 4 cards. He draws from the second stack, which has been placed face down, until he is able to *match* all words.

Variation: Make puzzles pieces of word cards. Pieces will match when they fit. The child can do this independently.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

A. Recognize upper and lower case letters at word beginnings

AREA	ACTIVITY
Reading: Decoding	Materials: Manila folder, felt pens, construction paper. Procedure: Draw clown near bottom of inside folder. Draw 8 strings from his hands to 8 balloons. Inside each balloon write a color word. Make 8 colored circles (each a different color) with color word written on back. Child matches color to color word. It's self-checking. Make pocket to hold color circles. Variation: Use same idea for numerals and number words. Children will match numerals to number words.
OBJECTIVE #1 The student will decode words and determine word meaning	
SPECIFIC SKILL (S) B. Identify and use basic sight words (Recognizing color words/number words)	

AREA	ACTIVITY
Reading: Vocabulary	Print basic sight words on index cards with one or more letters missing. Let children supply either the beginning, medial or ending letters. On the back of the card, write the whole word and use them as flash card exercises. Use the words as often as possible in context. Example: Rebus sentences, experience stories, and handwriting. — See Appendix for Word Lists
OBJECTIVE #1 The student will decode words and determine word meaning	
SPECIFIC SKILL (S) B. Identify and use basic sight words (high frequency words)	

ACTIVITY

Materials: Word cards (3 identical packs)

Procedure:

Three players play this game. Each receives a pack of cards. Leader selects and calls word. * The other players try to find it in their stack. The first one to find it places it face down upon the table. The game continues until a player has no cards left. As words are mastered, they are removed from the stacks and new ones added.

Extension:

Use words in different contexts; oral discussion, experience stories, writing lessons, etc.

*See Appendix: *Suggestions for using South Carolina Word List.*

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

C. Identify and use basal words

ACTIVITY

Seatwork for sounding activities. Divide page by boxes, one word should be used in each box. Child sounds out word and draws picture.

Example:

cat	hat
pat	rat
truck	gout
road	dog

AREA

Reading: Decoding

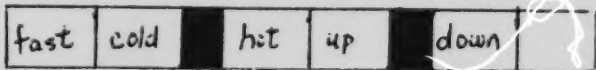
OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

C. Identify and use basal words

AREA	ACTIVITY
Reading: Decoding	1. Give children sentences to read in which one word is missing. Provide pictures as clues. The children read the sentences and supply the missing word using the other words in the sentence and the picture as contextual clues. 2. If a new word, such as "toys" is to be introduced, write a sentence like, "Jim saw many _____ in the window of the store." Ask what he might have seen that starts with a "t." 3. Construct sentences with a number of choices and write on a duplicating master. The children underline or circle the correct one to complete the sentence.
OBJECTIVE #1 The student will decode words and determine word meaning	Extension: Make up riddles and put on chalkboard or ditto master. The children must infer the meaning from context.
SPECIFIC SKILL (S) D. Use context clues in decoding and word meaning	

AREA	ACTIVITY
Reading: Decoding	Materials: Tagboard, felt tip markers Procedure: Cut tagboard into domino shapes. Write two words on each piece (line separates the two words). Game is played like dominoes by matching words which are opposite in meaning.
OBJECTIVE #1 The student will decode words and determine word meaning	
SPECIFIC SKILL (S) E. Recognize word relationships (Recognizing antonyms/opposites)	Variation: • Synonyms. The game is played the same except the words match if they have the same meaning. • Homonyms. The game is played the same except they sound alike but are spelled differently.

ACTIVITY

Materials: Chalk, chalkboard

Procedure:

Identify a specific consonant sound such as "t." As you write upper case and lower case "Tt" on the chalkboard, say "T has the sound you hear at the beginning of *top* or *ten*." The child repeats the words and listens for the sound. Have him look for things in the room that begin with that sound. If he is correct, write the word for him to see. If he gives a word with a different sound, repeat original words, exaggerating the "Tt" sound. Continue until he is able to say the letter name and sound.

Extension:

Read group of three words, one of which begins with "Tt." (Example: time, look fail) The child must identify the word which begins with "Tt."

Variation:

Have children help make picture and word cards. Cut pictures from magazine. Paste on index cards. Write word underneath. Place in envelope with big "Tt" on front. Use for practice.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

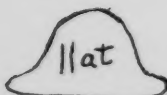
F. Recognize and use consonant sounds (initial, final, and medial positions)

ACTIVITY

1. Picture of a hat.

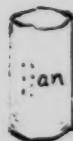
Slip the strips into the slits.
Pull the strip through - making new words.

h r m s t



2. Picture of a can.

c m f r v



3. Picture of a jet.

j m l w b n



4. Picture of a top.

t h sh m ch



136
47

AREA

Reading: Decoding

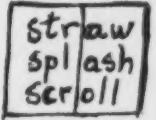
OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

F. Recognize and use consonant sounds

AREA	ACTIVITY
Reading: Decoding	Materials: Paper plates, paper fasteners, markers. Procedure: Cut the middle from one paper plate to form a disc. Around the edge write two-letter blends. On another paper plate, write phonograms on the outer edge. Laminate both pieces, then fasten smaller disc to the middle of the larger one. Students form new words by turning middle disc to align blend with phonogram. As new words are formed, student writes them on chalkboard or paper. Variation: • Use also for rhyming words or word families
OBJECTIVE #1 The student will decode words and determine word meaning	
SPECIFIC SKILL (S) F. Recognize and use consonant sounds (two-letter blends/ clusters)	

AREA	ACTIVITY
Reading: Decoding	Materials: Tagboard, markers Procedure: Make 3" x 6" strips from tagboard. Fold left side over 2". On fold write three-letter blends. On inside write words which begin with one or two consonants and have familiar phonograms. (example: draw, crash, troll).
OBJECTIVE #1 The student will decode words and determine word meaning	Fold over flap to make 
SPECIFIC SKILL (S) F. Recognize and use consonant sounds (three-letter blends)	 Both sides can be used by folding to the opposite side and writing more blends and phonograms. These can be used for group instruction or independent practice.

ACTIVITY	AREA
Materials: 3 x 5 cards, felt-tip pens, large envelopes Procedure: On one set of cards, write words that begin with sh, ch, th, or wh. On the other set, paste or draw pictures which correspond with words. The child matches words with pictures. Variation: Make "bingo" game boards. Write a different digraph for each row. As the teacher calls out words which begin with digraphs, children listen for sound and place marker in space under the digraph which was given. The first to complete a row down or across is the winner. Extension: Use both activities for ending and medial positions in words.	Reading: Decoding OBJECTIVE #1 The student will decode words and determine word meaning SPECIFIC SKILL (S) F. Recognize and use consonant sounds (Digraphs)

ACTIVITY	AREA
Materials: Large envelope, 2 coffee cans, soft material, word cards Procedure: Write words with pictures which contain hard and soft sounds of C on word cards. Fill envelope. Line one of the coffee cans with soft material. Label it "Soft c." The child considers each word, then drops it into the proper can. To make it self-checking, provide answer sheet. Extension: As child progresses, supply words <i>without</i> pictures. Variation: Teacher holds up word card. The child who identifies the word, drops it into the proper can. Use same procedure for "g."	Reading: Decoding OBJECTIVE #1 The student will decode words and determine word meaning. F. Recognize and use consonant sounds (Consonants with two or more sounds (c, g, s))

AREA	ACTIVITY
Reading: Decoding	Materials: Chalk, chalkboard Procedure: As silent consonants are introduced, write and pronounce words which have silent consonants. Ask student, "Is there a letter in this word that we do not hear?" When he identifies it, let him cross it out. Write other words with that same silent consonant. As student pronounces each one, cross out the silent letter.
OBJECTIVE #1 The student will decode words and determine word meaning	Variation: Assign each letter in a word to a child (example: knot). Then say the word. Ask a child to raise his hand if he did not hear his letter. Then let them spell it out as you write it on the chalkboard.
SPECIFIC SKILL (S) F. Recognize and use consonant sounds (silent consonants, double consonants, wr, kn, gh)	

AREA	ACTIVITY
Reading: Decoding	Procedure: As each vowel is introduced, show a card that has a picture and a word for the short sound and one for the long sound. The children will learn to associate the vowel with the pictures and words. For practice, say letters in the alphabet. Ask children to raise their hands when they hear a vowel.
OBJECTIVE #1 The student will decode words and determine word meaning	Follow-up: Give them a worksheet which has pictures and words. Have them circle the vowels in the words. Extension: Supply words with missing vowels. Children write in <i>missing</i> vowels.
SPECIFIC SKILL (S) G. Recognize and use vowel sounds (vowel letters)	

ACTIVITY

Materials: None

Procedure:

As the long sound of each vowel is introduced, play this game of riddles. Indicate vowel sound to be identified. Children guess the riddles by thinking of a word with that sound.

Example: *ā* sound

1. I make trees and flowers grow. I'm wet. (rain)
2. You would *play* this at your birthday party. (game)
3. You would eat this at your party. (cake)
4. This is where a *smile* looks nice. (face)

Extension:

After all long vowel sounds have been introduced, play vowel "bingo." Call out words with long vowel sounds. Student places marker under correct sound.

<i>ā</i>	<i>ē</i>	<i>ī</i>	<i>ō</i>	<i>ū</i>

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

G. Recognize and use vowel sounds (long vowel sounds)

AREA	ACTIVITY
Reading: Decoding	Materials: None Procedure: Teach short vowel sounds by singing this verse to the tune of "Old MacDonald."
OBJECTIVE #1 The student will decode words and determine word meaning	Old MacDonald had a cat, AEIOU And in this cat he had an <i>ă</i>, AEIOU With <i>ă</i> <i>ă</i> here and an <i>ă</i> <i>ă</i> there, Here an <i>ă</i>, there an <i>ă</i>, everywhere an <i>ă</i> <i>ă</i>, Old MacDonald had a cat, AEIOU. For the other short vowels, e, i, o, u, use hen, pig, ox, and duck. Source: <i>Instructor Magazine</i>
SPECIFIC SKILL (S) G. Recognize and use vowel sounds (short vowel sounds)	

AREA	ACTIVITY
Reading: Decoding	In order to help the children learn the short vowel sounds, tell them that short vowels all had a hard time. Mr. A went walking in the mountains, fell off a cliff, and you can hear him saying <i>ă</i> - - - - as he falls. Mr. E is hard of hearing and is always saying <i>ě</i> - - - -.
OBJECTIVE #1 The student will decode and determine word meaning	Mr. I stepped on a fat caterpillar and said <i>ĩ</i> - - - -. Mr. O had a sore throat and his doctor told him to say <i>ŏ</i> - - - -. Mr. U got in a fight, got hit in the stomach and said <i>ũ</i> - - - -. No activities except to remind them — like "what did Mr. A say when he fell off the cliff?" etc.
SPECIFIC SKILL (S) G. Recognize and use vowel sounds (learning short vowel sounds)	

ACTIVITY

Materials: Chalk, Chalkboard

Procedure:

Write words which have short vowel sounds that can be changed to long vowel sound by adding final e. (Example: at to ate) Tell the children that "final e" helps a say his name. Continue with other vowel sounds.

Follow-up:

Give worksheet with CVC words. Draw a line under each word and tell the children to rewrite the word and add the final e.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

G. Recognize and use vowel sounds (silent final e)

ACTIVITY

Materials: Word cards, 2 envelopes

Procedure:

Choose words from basal vocabulary which contain a y that makes an e or i sound. Write them on the cards. On one envelope write E. On the other write I. Hold up a word card for each child. After he says the word, ask him to tell the sound y made. He then places it in the correct envelope.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

G. Recognize and use vowel sounds (Y = i or e)

AREA	ACTIVITY
Reading: Decoding	Materials: Ditto master Procedure: Draw flower patterns on ditto master. In the center of each, write a vowel digraph. Make a word bank containing words which have vowel digraphs. Children write words on the petals that match the digraph in the center. The flowers can then be colored.
OBJECTIVE #1 The student will decode words and determine word meaning	Variation: Write words on separate petals which can be cut out and pasted around the center.
SPECIFIC SKILL (S) G. Recognize and use vowel sounds (vowel digraphs)	

AREA	ACTIVITY
Reading: Decoding	Materials: Chalkboard, chalk Procedure: Draw baseball diamond. At each base, write a vowel diphthong. Starting at home plate, the student must name a word that contains that sound. He continues to move until he reaches "home."
OBJECTIVE #1 The student will decode words and determine word meaning	Variation: • Have student write word as he progresses around diamond. • Draw diamond on ditto sheet with word bank at bottom. Student matches word with correct diphthong.
SPECIFIC SKILL (S) G. Recognize and use vowel sounds (diphthongs)	

ACTIVITY

Materials: Checker board, two-inch discs.

Procedure:

Write basal words which contain vowel controllers on discs. Write half of them in black, half of them in red. Play as you would checkers, but students name discs as they move.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meanings

SPECIFIC SKILL (S)

G. Recognize and use vowel sounds (vowel controllers — w, l, r)

ACTIVITY

Materials: Word cards, pocket chart

Procedure:

Write sentences on sentence strips. Cut up into individual words. Read sentences, then have student arrange word cards to form sentences. Use words from basal word list.

Variation:

Write experience story on chart paper. Write individual sentences on sentence strips and cut into word cards. The student forms sentences and compares each with chart.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (words that form sentences)

AREA	ACTIVITY
Reading: Decoding	Materials: Chalk, chalkboard Procedure: Write base words with endings on chalkboard. Assign an ending (s, es, ing, ed, er, est) to each child in the group. When the teacher calls out a word using his ending, the child jumps up and points out the word on the chalkboard. Continue until all words have been correctly identified.
OBJECTIVE #1 The student will decode words and determine word meaning	• Follow same procedure for prefixes and suffixes.
SPECIFIC SKILL (S) H. Recognize and use structural clues (root/base words)	

AREA	ACTIVITY
Reading: Decoding	Materials: Chalk, Chalkboard Procedure: Write story on chalkboard which contains several compound words. Underline each compound word. The child reads the story, then rereads each compound word. Have him identify the single words.
OBJECTIVE #1 The student will decode words and determine word meaning	Extension: Prepare manila folder with rebus story (pictures for compound words). Make pocket to hold compound words on word cards. As child reads the story, he finds the word that names the picture. To make it self-checking. Print story with correct words on opposite side of folder. Put a flap over it. After all words are placed over pictures, the child checks his own work.
SPECIFIC SKILL (S) H. Recognize and use structural clues (compound words)	

ACTIVITY

Materials: Chalk, chalkboard

Procedure:

Write three columns of words with endings on chalkboard. Ask the child to find the one word that has a different ending. Ex.

Variation:

Make word puzzles, separating root word from endings. Children match words with endings.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (word endings s, es, er, est, ing)

ACTIVITY

Materials: Chalk, chalkboard

Procedure:

As each prefix or suffix is introduced, make a list of words to which it can be attached. The children pronounce the words with the prefix/suffix attached.

Extension:

Print a story including several words with the prefix/suffix. Have the students rewrite the story leaving off the prefix or suffix. Children note the changes in word form and meaning.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (prefixes and suffixes)

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (contractions)

ACTIVITY

1.

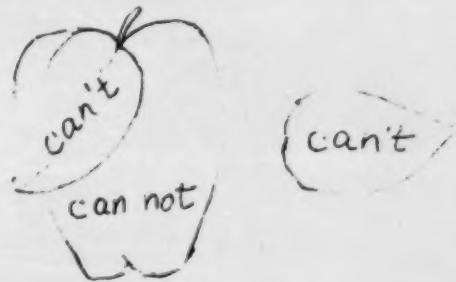
Materials: Chalk, chalkboard, index cards

Procedure:

Write simple sentences on chalkboard, using words that can form contractions. (Example: "Bill is not here.") Then say it, using the contraction *isn't*. Ask, "What word did I use for *is not*?" When child responds, write it on the chalkboard. Continue writing other sentences, but asking the children to replace the two words with a contraction. Each time write the contraction on the chalkboard. Conclude activity by having children repeat all the contractions.

Extensions:

1. Write sentences on chalkboard containing contractions. Underline contractions. Have student copy sentences and replace contractions with the two words that form each contraction.



2. Students will match corresponding contractions on leaves to apple with the two words the contraction stands for.
3. This may be done on a work sheet or as a learning activity. (laminated)

ACTIVITY

Materials: Various objects

Procedure:

Give each child an object and have him name the object. Call each student's name and say, "May I have your _____?" Then say, "I have John's _____." Write the words "John's _____" on the chalkboard. Then have the student's exchange objects and respond with similar sentences.

Variation:

Write sentences on the chalkboard using possessives. Ask the students to name objects and tell to whom it belongs.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (possessives)

ACTIVITY

Materials: Chalk, chalkboard

Procedure:

Write a phonogram on the chalkboard. Apply different beginnings to make words which rhyme. The children will catch on and volunteer words they know. Start with single consonants, then supply 2-letter and 3-letter blends. Make nonsense words.

Extension:

Prepare picture cards with pictures cut from magazines. The children find and match cards which have rhyming sounds.

Variation:

Give the students two lines or four line rhymes. Omit the last word of the second line. Students write the word on the line.

- Have students make their own rhymes.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (rhyming words and word families)

AREA	ACTIVITY
Reading: Decoding	Materials: Chalk, chalkboard Procedure: Write a phonogram on the chalkboard. Apply different beginnings to make words which rhyme. The children will catch on and volunteer words they know. Start with single consonants, then supply 2-letter and 3-letter blends. Make nonsense words.
OBJECTIVE #1 The student will decode words and determine word meaning	Extension: Prepare picture cards with pictures cut from magazines. The children find and match cards which have rhyming sounds. Variation: Give the students two line or four line rhymes. Omit the last word of the second line. Students write the word on the line.
SPECIFIC SKILL (S) H. Recognize and use structural clues (rhyming words and word families)	• Have students make their own rhymes.

AREA	ACTIVITY
Reading: Decoding	Materials: Chalk, chalkboard Procedure: As these words are introduced, give the students many opportunities to make changes from singular to plural form.
OBJECTIVE #1 The student will decode words and determine word meaning	1. Give words in singular form on worksheet. Students write the plural form. 2. Give worksheet with pictures showing one thing and more than one thing. Write singular and plural words in word bank. Students match words with picture. 3. Cross word puzzles. Words are given in singular form. Students must write plural form for spaces in puzzle.
SPECIFIC SKILL (S) H. Recognize and use structural clues (plural forms with changes in root words)	

ACTIVITY

Materials: Manila folder, pictures, yarn, markers

Procedure:

Mount pictures of familiar words which are often abbreviated. (examples: doctor, mister, street, state, etc.) Write abbreviations on opposite side. Attach yarn to pictures. Children match picture with abbreviation.

Follow-up:

Write words on ditto master. Provide space beside each word so that student can write the abbreviation.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words

SPECIFIC SKILL (S)

H. Recognize and use structural clues (simple abbreviations — Mr., Mrs., Dr., Mon., etc.)

ACTIVITY

Materials: Word cards (words with more than one syllable), paper clips

Procedure:

Divide each word written in red into syllables by putting a paper clip between each syllable. The correct *answer* may be found on the *back* of each card *written in green*.

Paper clips are stored on the cards. After use, have students mix up the clips.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (syllabication)

AREA	ACTIVITY
Reading: Literal Comprehension	Give a child a series of oral directions and have him carry them out in the order given. Begin with simple directions and gradually become more complex.
OBJECTIVE #2 The student will literally comprehend what he reads	
SPECIFIC SKILL (S) A. Follow oral directions	

AREA	ACTIVITY
Reading: Literal Comprehension	Materials: Index cards Procedure: On index cards, write directions which tell the child to do two or three things. Give a card to each child and give instructions to read silently. After the children have had time to read directions, then ask each one to demonstrate by carrying them out.
OBJECTIVE #2 The student will literally comprehend what he reads	Extension: • Cooking experience where children follow directions in a simple recipe (example: Instant Pudding). • For younger children, provide a picture recipe (words with pictures).
SPECIFIC SKILL (S) A. Follow written directions	

ACTIVITY

Present chart with written directions to group. Ask children to read silently and do what the directions say.

Chart:

1. Stand on right foot.
2. Clap hands two times.
3. Turn to the left.
4. Put both hands in the air.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads

SPECIFIC SKILL (S)

A. Read and follow directions

ACTIVITY

Describe a child in the classroom. Then ask the children to identify the person you have described. Let them take turns describing each other. Encourage detailed descriptions.

Variation:

1. Tell or read short stories to the children. Ask questions which require them to recall details in the story.
2. Give the students sentences in which there are words that do not make sense. The students read the sentences and cross out the word that does not fit. They rewrite the sentence, using a word that does make sense.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads

SPECIFIC SKILL (S)

B. Recall specific details

AREA	ACTIVITY
Reading: Literal Comprehension	Materials: Chart paper, marker, sentence strips Procedure: Children help compose an experience story by recalling the sequence of events in the experience. (Example: trip to zoo). The story is written on chart and read by the children. Write individual sentences on strips. Children practice first matching strips with story on the chart. They reorder the story with only the strips.
OBJECTIVE #2 The student will literally comprehend what he reads	Variation: Make story puzzle of pictures and sentences. The pieces fit when the story is in proper sequence.
SPECIFIC SKILL (S) C. Recall and plot sequence	

AREA	ACTIVITY
Reading: Literal Comprehension	1. Primary children need to hear the differences in meaning which punctuation gives a passage each time they read. 2.. Give them practice in distinguishing differences by providing worksheets with pictures and sentences which must be properly matched.
OBJECTIVE #2 The student will literally comprehend what he reads	Example: I have ice, cream and chocolate cookies. (Show 2 pictures. One with ice cream and cookies — the other with ice, cream and cookies.) 3. Do the same with commas of address and apposition and apostrophes in possession. 4. Quotation marks: Have the children dictate sentences for you to write on the chalkboard. Write: <i>Mary said, "I have a dog."</i> Ask Mary to draw a line under the words she gave you to write. Point to the quotation marks. Ask what they mean. Then ask "Why did I write 'Mary said'?"
SPECIFIC SKILL (S) D. Punctuation as a guide to meaning	

ACTIVITY	AREA
1. Make up sentences using the children's names and pronoun referents. Write them on the chalkboard, underlining the referents. Ask them to read the sentences and identify the pronoun referents. 2. Make up sentences using the children's names and other nouns throughout the sentences. (Example: John said, "Pass <u>John</u> the butter." Mother passed <u>the butter</u> to <u>John</u>.) First ask the children why the sentences sound "funny." Then ask them to replace the underlined words with other words. They will begin to see that we use pronouns frequently and naturally in conversation. Extension: Do the same with adverb referents, <i>there</i> and <i>here</i>, except use names of familiar places.	Reading: Literal Comprehension OBJECTIVE #2 The student will literally comprehend what he reads SPECIFIC SKILL (S) E. Recognize and use word referents
ACTIVITY	AREA
Have students read silently selections which contain words in special type such as <i>all capital letters</i> and <i>italics</i>. Read aloud sentences first without expression, then read with expression. Have the children tell how the words in special type give meaning to the selection.	Reading: Literal Comprehension OBJECTIVE #2 The student will literally comprehend what he reads SPECIFIC SKILL (S) F. Identify uses of special type

AREA	ACTIVITY
Reading: Comprehension Interpretive/Critical	1. Read a short story to the children. Write three titles on the chalkboard. Ask them to choose the best title. 2.
OBJECTIVE #3 The student will read and think interpretively and critically	Read a story and ask them to <i>make up</i> a good title. 3. After the children have had practice doing Activities 1 and 2, give them work to be done independently. (Example: Ditto short stories where they either choose the best title or write a title for each story. • Use suggestions from Activity 1 and 3 to choose main idea.
SPECIFIC SKILL (S) A. Identify the main idea	
AREA	ACTIVITY
Reading: Comprehension Interpretive/Critical	1. Use pictures which show an activity. Ask, "What do you think is happening?" He studies the picture then relates what he sees. 2.
OBJECTIVE #3 The student will read and think interpretively and critically	As the children read, stop at a certain point and ask, "What do you think will happen next?" • Read a story to the children and leave off the ending. Ask them to tell what happened next. • Write a beginning for a story and let them write an ending.
SPECIFIC SKILL (S) B. Draw conclusions	

ACTIVITY	AREA
1. Tell the children to listen for clues as you describe an experience. (Example: We planned a picnic for Saturday. It rained the night before. We changed our plans and went to the movies instead. Why?)	Reading: Comprehension Interpretive/Critical
2. Ask children to describe how certain characters in the story might feel. Ask, "What clues in the story make us think this way?"	OBJECTIVE #3 The student will read and think interpretively and critically
	SPECIFIC SKILL (S) C. Cause and effect

ACTIVITY	AREA
Read part of a story to the children one day. Ask them to think about how the story will end. Let them share their thoughts. The next day complete the story.	Reading: Comprehension Interpretive/Critical
	OBJECTIVE #3 The student will read and think interpretively and critically
	SPECIFIC SKILL (S) E. Predict Outcomes

AREA	ACTIVITY
Reading: Comprehension Interpretive/Critical	1. Make four pockets on inside of manila folder. Label each one with a category such as fruits, animals, flying things, and plants. Place pictures of things included in these categories in large envelope. The child sorts pictures and places them in pockets where they "belong."
OBJECTIVE #3 The student will read and think interpretively and critically	Variation: Label boxes with words or pictures. Collect small objects which would be included in one of the categories. (Examples: <i>Transportation</i> as a category; small cars, airplanes, etc.) Extension: Prepare lists of words that can be separated into a general classification and have child group them.
SPECIFIC SKILL (S) F. Classify items	

AREA	ACTIVITY
Reading: Interpretive/ Critical Comprehensive	"Simon Says" Ask the class to stand. The leader gives directions by saying, "Simon Says, Joan, real." The student whose name is called must tell about something that really happened. Continue with the game, each time requiring a student to tell about an <i>imaginary</i> event or <i>real</i> event. Allow each child to have a turn.
OBJECTIVE #3 The student will read and think interpretively and critically	
SPECIFIC SKILL (S) G. Distinguish between real and imaginary events	

ACTIVITY

In reading selections, which use unfamiliar settings (time and place), have the children apply the information to their own situations at home, school, grocery store and other familiar places.

AREA

Reading: Interpretive/
Critical Comprehension

OBJECTIVE #3

The student will read and think interpretively and critically

SPECIFIC SKILL (S)

H. Apply information

ACTIVITY

After reading a selection, have the children pretend to be the person writing the story. Then have them think about why they would have certain things happen in the story.

AREA

Reading: Interpretation/
Critical Comprehension

OBJECTIVE #3

The student will read and think interpretively and critically

SPECIFIC SKILL (S)

I. Determine author's purpose

AREA	ACTIVITY
Reading: Reference	1. Use manila folder. Make three pockets and write the words <i>First Part</i> (A-I), <i>Middle</i> (J-R), <i>End</i> (S-Z). Supply word strips which begin with various letters of the alphabet. The children sort and place in the correct pockets. Additional suggestion: have children make a dictionary.
OBJECTIVE #4 The student will develop and use reference skills	2. Adopt activity 1 for encyclopedia.
SPECIFIC SKILL (S) A. Use dictionary C. use encyclopedia	

AREA	ACTIVITY
Reading: Reference	List words on the board from the dictionary. Have the student locate each word and write the words that precede and follow the given word in the dictionary. Source: <i>Reading Activities For Child Involvement</i>
OBJECTIVE #4 The student will develop and use reference skills	
SPECIFIC SKILL (S) A. Use dictionary (locate words)	

ACTIVITY

Make cards of guide words and ten words that would fit between the guide words. Divide the class into two teams. Place the guide words and ten words on the flannelboard. First person on either team to correctly classify every word that belongs under the guide words gets a point for his team.

AREA

Reading: Reference

OBJECTIVE #4

The student will develop and use reference skills

SPECIFIC SKILL (S)

A. Use dictionary (guide words)

ACTIVITY

Teach children to use diacritical marks for pronunciation. Example: $\check{a}$, short a sound; $\bar{a}$, long a sound.

Tell children that the pronunciation "spells" the word the way it sounds. Give students lists of words which have simple diacritical marks and let them practice the pronunciations.

AREA

Reading: Reference

OBJECTIVE #4

The student will develop and use reference skills

SPECIFIC SKILL (S)

A. Use dictionary (pronunciation)

AREA	ACTIVITY
Reading: Reference	"Walk" through a book with the children each time a new one is introduced. Show title page, table of contents and index. Give practice using each in locating stories, page numbers, etc. <i>Spine information</i> Give a mimeographed sheet on which a book is pictured showing the spine (title, illustrator and author of the book). Ask students to color the three parts.
OBJECTIVE #4 The student will develop and use reference skills	
SPECIFIC SKILL (S) B. identify and use parts of books and magazines	

AREA	ACTIVITY
Reading: Reference	Select a variety of books. Have the child select a book and open it. Ask him to read it silently and raise his hand each time he does not know a word. If he has raised his hand 5 or more times before he finishes the page, it is too difficult. Tell him to choose another book and try it.
OBJECTIVE #4 The student will develop and use reference skills	
SPECIFIC SKILL (S) D. Select appropriate books	

ACTIVITY

1.

Read 3 short selections to the children. Let them decide first which is fact and which is fantasy. Then ask them to identify each selection as a poem, play or informational article.

2.

Informational Article

Discuss what an informational article is. Have students read a short article and answer questions about it.

3.

Poem

Read poetry to children often. Discuss poetic devices in a general way to familiarize young children with various techniques used by poets. Encourage children to share their favorite poems.

4.

Drama

When reading a play, discuss how a play is a different kind of literature. Stress that they are to be acted, not just read. Identify the elements (characters, setting, narrator, dialogue, etc.)

AREA

Reading: Literature

OBJECTIVE #5

The student will read and analyze reading selection

SPECIFIC SKILL (S)

- A. Recognize nature of information
- B. Recognize structural elements
- C. Recognize and interpret rhetorical devices

ACTIVITY

Read samples of realistic literature and fanciful literature. Talk about how the two are different. Point out that realistic literature is about things that could *really* happen. The characters and setting in fanciful story are unreal and the events could not happen in real life.

AREA

Reading: Literature

OBJECTIVE #5

The student will analyze reading selection

SPECIFIC SKILL (S)

- A. Recognize nature of information — types (distinguish realism from fantasy)

AREA	ACTIVITY
Reading: Silent and Oral	Have the student read silently a given passage for a specific purpose. Observe mannerisms while student reads. Evaluate his comprehension of material read through oral responses to specific questions. Check decoding skills.
OBJECTIVE #6 The student will read with teacher direction	
SPECIFIC SKILL (S) A. Read silently with comprehension	

AREA	ACTIVITY
Reading: Silent and Oral	1. Have students choose favorite part of a story which has been read to them.
OBJECTIVE #6 The student will read with teacher direction	2. Have the student read aloud only the conversation part of a story.
SPECIFIC SKILL (S) B. Read orally with comprehension and expression	3. Pass out slips of paper with sentences which require emotion to be expressed. As each student reads, the other students try to guess the emotion expressed.
	4. Ask students to find and read the words someone said in a story. Ask student to find and read what someone did.
	5. Before reading a passage, give several questions for which they are to find answers. After they have read, ask the questions again. Ask them to show where that information is found in the passage.

WRITING: PRIMARY (1-3)

ACTIVITY

1. Refer to district's adopted handwriting program:
2. Refer to Barbe-Lucas Handwriting Skill-Guide Checklist in Appendix.
 - a. Readiness
 - b. Manuscript — Level One
 - c. Manuscript — Level Two
3. Handwriting file: The file contains worksheets that are grouped according to a skill or a specific letter. The dividers, showing the skill or letter at the top, enable children to select for themselves the worksheets they need to practice.
(Use in Writing Center)

Source: *Change for Children*

AREA

Writing: Handwriting

OBJECTIVE #1

The student will write legibly

SPECIFIC SKILL (S)

A. Use manuscript

ACTIVITY

1. Refer to district's adopted handwriting program.
2. Refer to Barbe-Lucas Handwriting Skill-Guide Checklist in Appendix.
 - a. Transition
 - b. Cursive Primary Proportion — Level Three
3. Ditto a hand with writing lines on it on construction paper or ditto paper. Children use the hands for practicing handwriting. (Use in writing center)

Source: *Change for Children*

AREA

Writing: Handwriting

OBJECTIVE #1

The student will write legibly

SPECIFIC SKILL (S)

B. Use cursive

AREA Writing (Mechanics)	Materials: Pencil, paper Procedure: The teacher writes examples of words on the chalkboard which all have the same beginning sound in consecutive words or words near each other. Example: Silly Sam saw seashells at the seashore.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Have the children make lists of words which have the same beginning sound. Then have them try to make the words into sentences. • Use the same technique for final consonant sounds. Follow-up: Give children a list of written words in which the beginning or ending sounds are omitted. Pronounce the words to be "spelled" and have them write in the sound they hear.
SPECIFIC SKILL (S) A. Spell words with initial and final consonant sounds	Source: <i>Fostering Spelling Achievement with Challenging Activities</i>

AREA Writing (Mechanics)	ACTIVITY
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	1. Spelling words are first taught using the short vowel sounds in a CVC pattern. Introduce one vowel sound at a time. Have the children help develop lists of rhyming sounds which repeat the same short vowel sound. 2. Give them worksheets which have pictures and words underneath. Omit the vowel sound. Children "read" the picture, listen for the vowel sound, and write in the correct letter.
SPECIFIC SKILL (S) A. CVC spelling pattern	

ACTIVITY

1. Adapt activities 1 and 2 for CVC spelling patterns.
2. Start with one word that is an example of the CVVC or CVCV pattern. Change the vowels to make new words.

boat
beat
beet
bait
boot

mole
mule
mile
male

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

- A. CVVC and CVCV spelling patterns

ACTIVITY

1. See activity 1 for beginning and ending consonant sounds.
2. Create lists of words containing consonant blends. The children play "Who am I?" by choosing a word from the list to describe. The other children try to spell a word that fits the description and begins with a consonant blend.

Example: I stop a car. (brake)
I am cold and white. (snow)

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize and punctuate correctly

SPECIFIC SKILL (S)

- A. Spell words with 2 letter blends

AREA	ACTIVITY
Writing (Mechanics)	Materials: Pencils, paper, rhyming dictionary Procedure: Have the children volunteer words containing a diphthong as words are listed on the chalkboard. Compose short poems with the diphthong words rhyming. These can be duplicated and placed around the room to be used as mnemonic devices.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Example: "ou" I left my ball upon the ground. Now it's nowhere to be found. Variation: Use also for spelling of irregular vowel sounds (ei as ē, ie as ē, ea as ĕ)
SPECIFIC SKILL (S) A. Spell words with diphthongs (ou, ow, ōō, ōō, ô, ü, u) and irregular vowels	

AREA	ACTIVITY
Writing (Mechanics)	Materials: Paper, pencils, dictionaries or word lists Procedure: Divide the class into teams. Assign each team a "family." (er, ar, or, ir, ur). Each team looks for words that belong to their word family. The team with the most words is the winner.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	
SPECIFIC SKILL (S) A. Spell words with r-controlled vowels	

ACTIVITY	AREA
Silent Letters For words whose spellings are exceptions to general rules, create a scrapbook. At the top of the page for each word, write a rule which applies to that word. Have the children draw illustrations in the middle of the page and write the word at the bottom. Example: K is silent in words which begin with <i>kn</i> kn (knot)  <i>knock</i> Variation: Do the same for letters with more than one sound. (c, g, s, gh)	Writing (Mechanics) OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly SPECIFIC SKILL (S) A. Spell consonants with more than one sound (c, s, g). Spell words with silent letters
ACTIVITY	AREA
Materials: "Scrabble" game letters, "link letters," List of root/base words and endings. Procedure: The teacher first gives the root word to be spelled, then pronounces the word with its ending. The student must decide whether or not to change the root word and how to spell the ending. After each attempt, the leader repeats the proper rule.	Writing (Mechanics) OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly SPECIFIC SKILL (S) A. Spell words with inflections

AREA	ACTIVITY
Writing (Mechanics)	1. See Reading: Word Attack 2. Make lists of contractions children use in conversation. Write them on word cards with the contraction on one side and the two words on the opposite side. Let students work in pairs. One student says the two words. The other student spells the contraction for the two words. Check spelling immediately by looking on the other side of the card.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	
SPECIFIC SKILL (S) A. Spell contractions	

AREA	ACTIVITY
Writing (Mechanics)	Materials: Spelling lists, dictionaries, pencils, paper Procedure: Children divide spelling words into syllables then try to think of words which rhyme or sound like each syllable.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Example: let ter - bet her Variation: Draw silly pictures of each syllable with sound alike words that have other meanings.
SPECIFIC SKILL (S) A. Spell words with two syllable words/compound words	Example: fishbowl Have you ever seen a fish bowl? 

ACTIVITY

1. When possible, develop a mnemonic device to help children learn to spell words with nonphonetic spellings.
Example: *Would, could, should*

"I know I should and I would if I could."

2. Using lima beans have a letter of the alphabet printed — 4 of each letter in the alphabet. "Spill the beans" and spell your spelling words. (provides additional practice for difficult words).

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

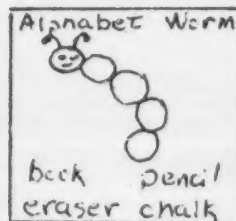
SPECIFIC SKILL (S)

- A. Spell words with nonphonetic spellings

ACTIVITY

Materials: Worksheet, pencils

Procedure:



The children write words in alphabetical order on parts (circles) of the worm.

- Do the same for 1st, 2nd, and 3rd letters.

Source: *Change for Children*

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

- A. Use alphabetical order (1st, 2nd and 3rd letters)

AREA	ACTIVITY
Writing (Mechanics)	Alphabetical Train Divide class into groups of 5 children. Assign simple words (or more difficult according to group needs). Have children arrange themselves into a train by putting themselves in alphabetical order. They can compete with other trains and the first one to be arranged properly wins.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Variation: Can be played to get words with the same vowel sound into the same train, or you could have a long vowel train or a short vowel train. The engineer can hold a card to establish what kind of train it is.
SPECIFIC SKILL (S) A. Use alphabetical order	

AREA	ACTIVITY
Writing (Mechanics)	Materials: Chalk, chalkboard Procedure: Starting with a, write 3 letters at a time, omitting the middle letter. Have children supply the missing letter.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Variation: 1. Write 2 letters. Children supply the third letter. 2. Say a letter, children supply the one that comes after. 3. Say a letter, children supply the one that comes before.
SPECIFIC SKILL (S) A. Use alphabetical order	See activity in Writing Mechanics, Skill #14

ACTIVITY

Give students sentences in which the first word has been omitted. Let them use their own words as they write in words and capitalize the first letter.

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

B. Capital letters at beginning of sentence

ACTIVITY

Capital letters are first taught in association with children's names. Give them sentences or short passages in which familiar names can be used. Omit the names and let the children write them in using capital letters and correct spelling.

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

B. Capitalize names and titles of people

AREA	ACTIVITY
Writing (Mechanics)	1. Give students names of days or months of the year in scrambled order with matching pictures to represent each one. Omit the capital letters. Have students write them in the correct order and begin each one with a capital letter. 2. Game
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Write sentences on strips which use days of the week and months of the year. Place strips in box or can. Children draw a sentence and read it. The other children must identify the words in the sentence which begin with capital letters. Use for other capitalized words also.
SPECIFIC SKILL (S) B. Capitalize days of the week/ months of the year	

AREA	ACTIVITY
Writing (Mechanics)	Give the students a short passage with a number of I's in it. Where I's are needed, draw an eye. The students read the passage and rewrite using the pronoun I. Stress that I is always a capital letter when it is used alone as a word.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	
SPECIFIC SKILL (S) B. Capitalize pronoun I	

ACTIVITY

Have the children name places they visit regularly. Write the "special" name for these places and show them how they are written.

Example: The child says school.

The teacher writes *Cozy Corner Elementary School*.

Another day, give them sentences using these names but write the words with lower case letters. The children rewrite the sentences and use capital letters where they are needed.

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

B. Capitalize place names

ACTIVITY

1. Children will have practice writing dates correctly as they are written on the chalkboard each day to be used in written assignments.

2. Capitalization of special holidays becomes familiar as children complete writing assignments which help to acknowledge these special days.

Examples: 1) Write a Halloween poem on Halloween.

2) Write a short story about Thanksgiving.

3. Writing times of the day can be taught in conjunction with telling time (Math).

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

B. Capitalize dates, holidays, and times of day

AREA	ACTIVITY
Writing (Mechanics)	Display the names of childrens' favorite books or stories on a bulletin board. Each time a title is added, call attention to the words that are capitalized. As a follow up, give children sentences using the titles. Omit all capital letters. The children rewrite the sentences and capitalize the <i>titles</i> correctly.
OBJECTIVE # The student will spell, capitalize, and punctuate correctly	
SPECIFIC SKILL (S) B. Capitalize important words in a title	

AREA	ACTIVITY
Writing (Mechanics)	Put sentences on chalkboard that the children have given orally. Use no end mark. Discuss whether the sentence is telling, asking or expressing strong feeling. Then have them decide which punctuation to use at the end. Variation: Have students make stick men from ., ?, !. Give them sentences and tell them to put the stickman where he belongs.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Example:
SPECIFIC SKILL (S) C. Recognize and use correct punctuation (periods, question marks, exclamation points)	

ACTIVITY

1. Refer to Reading: Word attack and Comprehension
2. For commas and apostrophe's have children draw pictures to illustrate meaning and usage.

Example: Commas in a series



3. Give them practice using the skill in their own writing.
4. For quotation marks, provide cartoons with "balloons" for dialogue. The children write the dialogue using quotation marks.

AREA

Writing (Mechanics)

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

- C. Recognize and use correct punctuation (commas, apostrophe, quotation mark)

ACTIVITY

1. Let the children name things in the room. Write the nouns on the chalkboard. Point out that persons are also naming words.

Possessives: Write possessive and plural forms from these words, also.

2. Let them think of word referents (pronouns) that would refer to the nouns in the list. Write them in another column.
3. Let them think of "action words or doing words" (verbs) to go with the nouns and pronouns.
4. Let them think of words to describe the nouns which have been listed.

*Culminate these activities with creative writing. The children use the words to write a story.

AREA

Writing (Grammar and Usage)

OBJECTIVE #3

The student will recognize and use words appropriately

SPECIFIC SKILL (S)

- A. Recognize grammatical functions of different kinds of words/nouns (possessives, singular and plural), pronouns, verbs, adjectives

AREA	ACTIVITY
Writing (Grammar and Usage)	1. Provide usage activities throughout the day, not only during a language time. 2. Play games using correct and incorrect usage in sentences. Example: "Simon Says"
OBJECTIVE #3 The student will recognize and use words appropriately	The teacher says, "Simon says, 'I seen a gray dog on the playground!'" The children listen to see if the statement is correct. If it is correct, they repeat it, if it is incorrect they say nothing. When incorrect, let the children volunteer to repeat it correctly. Follow-up: Provide written exercises which give students practice in correct usage.
SPECIFIC SKILL (S) B. Recognize and apply verb usage	

AREA	ACTIVITY								
Writing: (Grammar and Usage)	Give students an outline or form for a sentence to be constructed. Examples: <table><tr><td><i>Noun</i></td><td><i>Verb</i></td><td><i>or Pronoun</i></td><td><i>Verb</i></td></tr><tr><td>John</td><td>gave.</td><td>He</td><td>jumped.</td></tr></table> Students complete the sentence using the outline as a guide.	<i>Noun</i>	<i>Verb</i>	<i>or Pronoun</i>	<i>Verb</i>	John	gave.	He	jumped.
<i>Noun</i>	<i>Verb</i>	<i>or Pronoun</i>	<i>Verb</i>						
John	gave.	He	jumped.						
OBJECTIVE #3 The student will recognize and use words appropriately									
SPECIFIC SKILL (S) C. Recognize and use correct subject-verb pattern									

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ACTIVITY

1. Give students sentence fragments and have them make them into complete sentences.

Examples:

- 1) is going
- 2) painted it with red
- 3) Jim wanted three
- 4) we enjoy doing

Remind them to use capital letters and periods.

2. Match



Talk about the pictures and read the words and directions with the children. Do example with them. Children draw a line to the words that complete each sentence.

Later children may be given only 1st part of sentence and be asked to complete the sentence in their own words.

AREA

Writing (Composing)

OBJECTIVE #4

The student will express himself effectively in writing

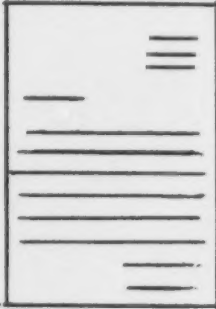
SPECIFIC SKILL (S)

- A. Recognize and write complete sentences

AREA	ACTIVITY
Writing (Composing)	1. Supply the children with a file of activity cards which contain both a picture and a group of related vocabulary. Allow each child to select a card and construct sentences about the picture using the given vocabulary. Assist the child with editing and revisions. Display activity cards and sentences. Paragraph construction and full length story construction can be incorporated at a later date. 2. A variety of words are printed on lima beans . . . put beans in order to compose sentences.
OBJECTIVE #4 The student will express himself effectively in writing	
SPECIFIC SKILL (S) A. Recognize and write complete sentences	

AREA	ACTIVITY
Writing (Composing)	Write the words <i>statement, question, exclamation, command</i> on strips of paper. Place them in a box. Allow each child to draw a slip of paper from the box. He makes up a sentence that fits the description. Continue until each child has had a turn.
OBJECTIVE #4 The student will express himself effectively in writing	
SPECIFIC SKILL (S) A. Recognize and write different types of sentences (declarative, interrogative, exclamatory, and imperative)	

ACTIVITY	AREA
1. Collect statements made by students during a discussion. Write them on the chalkboard. Have students select those that go together. 2. Let students order the statements to form paragraphs. Extension: Give students selections where they must locate inappropriate sentences. • Give students paragraphs which are poorly sequenced and have them arrange them in a more meaningful way.	Writing (Composing)
	OBJECTIVE #4 The student will express himself effectively in writing
	SPECIFIC SKILL (S) B. Write a well-organized composition using the writing process (paragraph)
ACTIVITY	AREA
1. Supply the children with sentences strips that you have cut apart from old reading books. Instruct the children to arrange the sentences in correct order and copy the completed paragraph on their paper. The children may then create an ending for the story or add additional information on their own. 2. Tell the students to make a mental picture of the favorite part of a book or story they have read. Then write at least 4 sentences describing this scene.	Writing (Composing)
The student makes a diorama and writes a paragraph to go along with the scene in the diorama.	OBJECTIVE #4 The student will express himself effectively in writing
	SPECIFIC SKILL (S) B. Write a well-organized composition using the writing process

AREA	ACTIVITY
Writing (Composing)	1. Present the children with samples of letters and indicate the five parts; heading, greeting, body, closing, signature. Give them blank letter forms which indicate the proper places for each and have them write their own. Example: 
OBJECTIVE #4 The student will express himself effectively in writing	Be sure to give students a specific purpose for writing a letter such as writing letters for Mother's Day or writing to a friend.
SPECIFIC SKILL (S) C. Write a simple letter and address an envelope correctly	Follow the same procedure for addressing envelopes.
AREA	ACTIVITY
Writing (Composing)	1. Materials: Assorted fruits, writing paper, pencils, crayons Procedure: Initiate discussion of different fruits and their characteristics. Develop a Funny Fruits list in which the children are asked to help the fruits solve funny problems as they write a story.
OBJECTIVE #4 The student will express himself effectively in writing	Example: 1. The watermelon is being split at a picnic. 2. The seeds tickle the grape.
SPECIFIC SKILL (S) D. Write in different forms	2. See integrated lesson plan for poem. 3. See also Writing: Mechanics/Punctuation for Activity using Cartoons.

ACTIVITY

1. *Narrative* — After a field trip to the zoo or somewhere else have the students tell about their trip.
2. *Descriptive* — Take the children outside and have them use their senses (see, smell, taste, touch, hear) to experience a spring day. Have them verbalize what they have experienced. Write down some of the words or phrases on the chalkboard. Then ask students to write their own composition describing what they have experienced.
3. *Expository* — Have children explain about something they already know how to do. After talking about it, have them write a clear explanation for someone who does not know how to do what they wrote about.

Example: How do you ride a bicycle?
How do you jump rope?

AREA

Writing (Composing)

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

- E. Write in different modes
1. Narrative
 2. Descriptive
 3. Expository

LISTENING: PRIMARY (1-3)

ACTIVITY Verbal motor activities are good to attract the attention of young children. Examples: 1. Finger plays 2. Puppets 3. Flannel board The teachers role in providing an appropriate atmosphere for listening include the following: 1. Get the child's attention before you begin. 2. Give the child a purpose for listening. 3. Have something interesting to say. 4. Be an example of a listener when the child talks. 5. Do not repeat unnecessarily.	AREA Listening: Behavior OBJECTIVE #1 The student will exhibit good listening behavior SPECIFIC SKILL (S) A. Demonstrate attention span appropriate for age level
ACTIVITY Have a special time during the day when the children "share." Help children understand the courtesy of listening to other children and of taking turns in talking.	AREA Listening: Behavior OBJECTIVE #1 The student will exhibit good listening behavior SPECIFIC SKILL (S) B. Know when to listen and when to speak

AREA	ACTIVITY
Listening (Speech Sounds)	Have the children close their eyes. Using objects in the room such as chalk, book, chair, etc., make a sound that would be familiar. The children try to identify the sounds. If there is time, let them do some of their own.
OBJECTIVE #2 The student will differentiate sounds	
SPECIFIC SKILL (S) A. Recognize common sounds in environment	
AREA	ACTIVITY
Listening (Speech Sounds)	To give practice in perceiving words beginning with the same consonant sound (you might start with m, for instance,) prepare pictures of the following objects: mouse, milk, mitt, mat, man, meat, mop, match, melon, monkey, moon, mother. These may be posted on a chart or used with a flannelboard. Have the objects named and ask the pupils if they hear any similarity in the names of the objects. Later, words beginning with some other consonant sound may be pictured and the pupils asked to listen for the first sound.
OBJECTIVE #2 The student will differentiate sounds	
SPECIFIC SKILL (S) B. Differentiate consonant sounds	

ACTIVITY

To develop auditory perception of the differences in vowel sounds of words, conduct a listening exercise with a small group of children. Say: "I will say three words to you. Listen carefully. Be ready to tell me which word of the three does not have the same vowel sound as the others." Pronounce "gate - mate - meet." Continue in the same manner with other groups of words.

AREA

Listening (Speech Sounds)

OBJECTIVE #2

The student will differentiate sounds

SPECIFIC SKILL (S)

D. Differentiate vowel sounds

ACTIVITY

Read a Dr. Seuss book. Have the children listen for the rhyming words.

Additional suggestions:

Nursery rhymes
Tongue twisters
Limericks

AREA

Listening (Speech Sounds)

OBJECTIVE #2

The student will differentiate sounds

SPECIFIC SKILL (S)

D. Recognize similarities in rhyming words and speech sounds

AREA	ACTIVITY
Listening (Speech Sounds)	Offer many opportunities for children to hear correct usage in sentence patterns. Through readings, films and recordings, children will experience correct grammatical forms and become more familiar with correct usage. Be ready to simplify words and phrases which might be unfamiliar to the children. More importantly, set a good example in language because the children will imitate you.
OBJECTIVE #2 The student will differentiate sounds	
SPECIFIC SKILL (S) E. Recognize correct usage and grammatical form	
AREA	ACTIVITY
Listening (Speech Sounds)	Read a story to the children such as those in the <i>Uncle Remus Collection</i> in which dialects and unconventional pronunciations are used. An even better idea would be to "tell" the story. Explain how the use of dialect in the story is the natural way for the characters to speak. Other stories: <i>Evan's Corner</i>, by Elizabeth Starr <i>Down Down the Mountain</i>, by Ellis Credle
OBJECTIVE #2 The student will differentiate sounds	Note: Adapt to Reading, Objective 2, Skill G
SPECIFIC SKILL (S) F- G Recognize use of unconventional pronunciations and dialects	

ACTIVITY

Give a sequence of directions for making something.

Example:

Paper Bag Puppet

1. Draw face on folded bottom end of paper bag.
2. Add arms and legs.
3. Place fingers and thumb into folded end to make the puppet talk.

Note: For younger children, oral directions should be demonstrated visually also.

AREA

Listening (Literal)

OBJECTIVE #3

The student will listen literally

SPECIFIC SKILL (S)

A. Follow oral directions

ACTIVITY

1. Read or tell about something. Before you begin, tell the children to listen carefully because you are going to ask them some questions when you are finished. Ask questions which require recall of literal information.
2. Before reading or telling something, identify a specific kind of information for which the children are to listen.

Example:

Be able to describe the three chairs in the story "Goldilocks and the Three Bears."

AREA

Listening (Literal)

OBJECTIVE #3

The student will listen literally

SPECIFIC SKILL (S)

B. Listen for specific details

AREA Listening (Interpretive)
OBJECTIVE #4 The student will listen interpretively and critically
SPECIFIC SKILL (S) A. Listen for main idea

ACTIVITY See Reading (Interpretive and critical comprehension)
--

AREA Listening (Interpretive)
OBJECTIVE #4 The student will listen interpretively and critically
SPECIFIC SKILL (S) B. Make inferences about passages read aloud

ACTIVITY See Reading (Interpretive and Critical Comprehension)
--

SPEAKING: PRIMARY (1-3)

ACTIVITY

1. Play the game "Gossip" where a whispered message is passed from person to person. When the last child relates the message, talk about why the information received by each person was different. The concept to be learned is that if volume is too low, then the information is received incorrectly.
2. Have the children practice reading or reciting a familiar poem using first a very soft voice, then a moderate volume and then a very loud voice. Let them judge for themselves which sounds were more appropriate for the recitation.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression

SPECIFIC SKILL (S)

- A. Use appropriate volume

ACTIVITY

Use the tape recorder to record children's voices during a sharing time. Play the tape back so that children might hear their own voices. Help them to evaluate (individually) and show how they might improve. At another time, record their voices again and let them see if they have improved.

- Creative dramatics offer other opportunities to work on this skill.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression

SPECIFIC SKILL (S)

- A. Speak clearly and distinctly (articulation)

AREA	ACTIVITY
Speaking: Delivery	1. Help children to express different kinds of feelings. Talk about the characters in a story, calling attention to the way they felt in certain situations. Take notice of facial expressions. Let children take turns expressing how they might have felt in the same situation. 2. Play a game where the children pantomime feelings. Give a child a picture card which displays a facial expression. He must pantomime the "feeling" for the other children to identify.
OBJECTIVE #1 The student will develop effective techniques of expression	
SPECIFIC SKILL (S) B. Use nonverbal skills	

AREA	ACTIVITY
Speaking: Informal Expression	Materials: Shoe box, construction paper, variety of objects Procedure: Cover the shoe box with colored construction paper, including the lid. On each of the four sides write the words <i>color</i> , <i>size</i> , <i>shape</i> , <i>use</i> . Place an object in the box. Each student must examine the object and describe it using the words on the box as cues.
OBJECTIVE #2 The student will express himself effectively in informal situations	
SPECIFIC SKILL (S) A. Increase oral vocabulary	

ACTIVITY

A "Sherlock Holmes" gamelike approach could be used whereby one child hides an object or describes a child without actually naming it or him. This would constitute the clue. The "mystery" would be solved when the children in the class identify on the basis of the clues, the hidden object or child.

Follow with other objects or children who would have to be identified and increasingly more difficult expanded noun phrases and verb phrases needed as clues. The teacher can use "probe" questions to encourage more description.

Example: "Tell us more about how it looks."
"Tell us more about what it does."

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

A. Extend and expand thought units to express ideas

ACTIVITY

The child and teacher can begin with one puppet each. The teacher could tell the child to tell his puppet to say:

"I like you."
"I can play ball."
"You are coming to my party."

In this way the teacher acts as a model. As the child progresses, actual dialogue will replace the "modeling." The children can then engage in dialogue with each other.

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

B. Express ideas in complete sentences

AREA	ACTIVITY
Speaking: Informal Expression	Use toy telephones or materials which are available through the telephone company. Teach children these three things about receiving a call.
OBJECTIVE #2 The student will express himself effectively in informal situations	1. Answer promptly. When the telephone rings, answer it by saying "Hello." 2. Speak courteously and listen carefully. 3. If there's a message, write down the caller's name and the number. 4. Speak with your normal voice. 5. Speak clearly and never with something in your mouth. Let the children practice these rules by using the telephone props.
SPECIFIC SKILL (S) C. Use the telephone properly	

AREA	ACTIVITY
Speaking: Informal Expression	Note: Discuss different types of emergency situations with students. Emphasize the importance of summarizing quickly and accurately. Example: Call the fire department to report a fire Give information to someone if you get lost in a department store.
OBJECTIVE #2 The student will express himself in informal situations	
SPECIFIC SKILL (S) D. Express himself in emergency situation	

ACTIVITY

1. In small groups such as a reading group, take a few minutes for "school talk." The subject can be initiated by a child or the teacher.

Tell the children what the rules are for such an experience.

1. Only one person talks at a time.
2. No one interrupts another person.
3. When a person is speaking, the others are listening.
4. Try to make what we have to say interesting.
5. What we say must be on the same subject.

Encourage the children to express themselves in many different ways.

2. Have the children participate in a conversation using at least three sentences. Seat children some distance apart, but close enough to be heard. If possible set up some sort of screen. Let children carry on a conversation on any chosen topic. If necessary, suggest a topic to help them get started, i.e. "What are you going to do after school today?"

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

E. Participate in group discussions

ACTIVITY

1. Materials: Variety of manipulative materials or objects

Procedure: Give each child a ball of clay. Tell him to play with it while you talk. While he is manipulating the clay, ask him questions about what he is doing.

Example: "What are you doing?"

"What is Jack doing?"

"What's happening to Jane's clay?"

"What is Mary doing with her clay?"

After following this procedure, reverse roles and let one of the children ask the questions.

2. On a piece of construction paper put the words: who, what, how, when, where and why. On the back put what each question word asks. For example: *Who- ask about a person*. Let different students hold up the cards and others tell what each word asks or tell the question words.

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

F. Ask questions properly

AREA	ACTIVITY
Speaking: Informal Expression	All children do not respond immediately to questions. Some of the best answers come after the child has been given time to think about his response. After a lesson in one of the content areas, a teacher might say, "I'm going to ask you some questions about the things we have just discussed. I want you to really think about them before you answer." Do not call on a child who is not ready to answer and when you do call on a child give him plenty of time to respond. Don't make him feel he must have a "ready" answer. If he hesitates, say, "Perhaps you need a little more time. While you're thinking, we'll let Bob speak." Then go back to the child when he indicates he is ready. Be accepting of all answers, but help children to think more clearly about their answers.
OBJECTIVE #2 The student will express himself effectively in informal situations	
SPECIFIC SKILL (S) H. Answer questions properly	

AREA	ACTIVITY
Speaking: Informal Expression	1. Tell the children a story which is very familiar to them, such as "The Gingerbread Boy" or "Three Billy Goats Gruff." In telling the story, say two or three things which are not relevant to the story. Tell the children that if you say something that is not in the story to raise their hands. 2. Follow this experience by allowing the children to tell about a picture. Each child makes a statement that tells something about the picture. If his statement is not relevant, help him to understand why it isn't. Use questions that help him to make the distinction himself. • Reinforce these skills each time you have a class discussion.
OBJECTIVE #2 The student will express himself effectively in informal situations	
SPECIFIC SKILL (S) H. Share relevant information	

REFERENCE/STUDY/MEDIA: PRIMARY (1-3)

ACTIVITY

1. Introduce the classification of these special areas:
fiction/nonfiction
biography
fairy tales, folk tales
poetry
science
2. Introduce the following aspects of the card catalog:
purpose of catalog
location of material by author, title and subject
method of arrangement and rules
3. Locate globes, filmstrips, encyclopedias, newspapers etc.
4. E850B: THE LIBRARY TO THE RESCUE: What Is In A Library
LESSON PLAN (Running Time 8:30)
This filmstrip discusses the different sections of a library and the types of materials found in each: books, magazines, maps, globes, dictionaries, records.
OBJECTIVES:
The main goals of this filmstrip are to:
1) Motivate interest in the library.
2) Describe the sections of a library.
3) Introduce vocabulary relating to the sections of a library.

Source: Eye Gate Media

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedures of the media center

SPECIFIC SKILL (S)

- A. Participate in media center tour

ACTIVITY

1. Have media center personnel visit classroom. Introduce them by name and tell the children they will visit *them* in the media center. On the first visit, personnel wear name tags and explain how they will work with the children and what their job is in the center.
2. Prepare bulletin board with media center personnel and jobs they do. Discuss these pictures with the children.
3. Role play and allow children to the jobs of media center personnel and other children play the part of media patrons. Give specific questions for patrons to ask or specific services to request.

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedures of the media center

SPECIFIC SKILL (S)

- A. Know the media center personnel and recognize their function

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedures of the media center

SPECIFIC SKILL (S)

- B. Exhibit acceptable media center behavior
- C. Check out materials independently

ACTIVITY

E850C: THE DOG WHO WANTED TO JOIN THE LIBRARY: Rules and Procedures

LESSON PLAN (Running Time 10:15)

This filmstrip discusses library rules and procedures for borrowing books.

OBJECTIVES:

The main goals of this filmstrip are to:

- 1) Discuss the rules of the library.
- 2) Describe library procedures.
- 3) Introduce vocabulary relating to the rules and procedures of the library.

AFTER VIEWING:

Comprehension Questions:

- 1) How was Oscar unlike other dogs?
- 2) Why did Oscar teach himself how to write his name and address?
- 3) How did Oscar prove to the librarian that he could read?
- 4) Why did Oscar want to join the library?

Discussion Questions:

- 1) Why do people have to be quiet in a library?
- 2) Why do people need library cards to take books out of the library?
- 3) Have you ever taken books out of the library?
- 4) Describe the rules for taking books out of your school library.

Follow-Up Activities:

- 1) Make up titles for books which you think Oscar might enjoy reading.
- 2) Make a library card for a make-believe library.
- 3) Take out a library card at your local public library.
- 4) Give a class report on how to take books out of the public library and how to take books out of your school library.

Source: *Eye Gate Media*

*See appendix for book lists.

ACTIVITY

1. Point out the different parts of a book such as cover, spine, title page, table of contents, copyright date, etc.

Discuss functions of each of the above.

2. E850A: THE MAGIC BOOK: Parts Of A Book
LESSON PLAN (Running Time 8:33)

This filmstrip discusses the parts of a book and the need for the title and name of the author on the cover of each book.

OBJECTIVES:

The main goals of this filmstrip are to:

- 1) Describe the parts of a book.
- 2) Introduce vocabulary relating to the parts of a book.
- 3) Motivate interest in books.

AFTER VIEWING:

Comprehension Questions:

- 1) Who was Beezlebop?
- 2) What animal did he turn himself into?
- 3) Why couldn't he turn himself back into a person?
- 4) Where did he keep all his magic formulas for doing magic tricks?
- 5) What lesson did Beezlebop learn about books?

Discussion Questions:

- 1) Why are titles printed on the covers of books?
- 2) What is another word for the word author?
- 3) What does the word illustrator mean?
- 4) What is a chapter?
- 5) Why do books have titles?

*See Bibliography for other Sources

AREA

Reference/Study/Media

OBJECTIVE #2

The student will recognize and use materials appropriate to complete tasks

SPECIFIC SKILL (S)

- A. Apply skills of using parts of books and magazines

AREA	ACTIVITY
Reference/Study/Media	1. Let children have experience using a variety of reference materials. Give them a purpose for using each one. Example: Use telephone directory and have children look up names and numbers of children in the class. Write them down and make a class directory.
OBJECTIVE #3 The student will recognize and use materials appropriate to complete tasks	2. Other references: "Rocketing into Reference," p. 171-183 <i>Basic Media Skills Through Games</i> 3. Have the children look up the spelling of a set number of things. Some ideas: things you would take on a picnic, to the beach; wild animals, farm animals, pets; food, vegetables or fruits; action words, etc.
SPECIFIC SKILL (S) B. Use reference materials independently	

AREA	ACTIVITY
Reference/Study/Media	Materials needed: Dittoed sheets of card catalog cabinet showing outside guide, set of enlarged catalog cards, lists of authors titles, subjects, "Spin Out" game page 226. Activities: 1. Show and identify each part on the enlarged cards 2. Let children determine the drawer each would be located using outside guide.
OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks	3. Let them decide which drawer each card would be found using the list. 4. Make author cards using tag board or construction paper sized 4" x 8." 5. Make strips 1" x 5" with titles and subjects that correspond. Have students place strips in correct places to help them identify the different kinds of cards.
SPECIFIC SKILL (S) C. Begin to use card catalog and classification system	Mallett, Jerry J. <i>Library Skills Activities Kit</i>. Center for Applied Research in Education, Inc.

ACTIVITY

**E850D: HOW TO HUNT FOR DINOSAURS: Using The School Library
LESSON PLAN** (Running Time 9:47)

This filmstrip explains how the card catalog is used for locating books. The difference between fiction and non-fiction is discussed.

OBJECTIVES:

The main goals of this filmstrip are to:

- 1) Describe the difference between fiction and non-fiction.
- 2) Introduce the card catalog as an aid to finding books in the library.
- 3) Introduce related vocabulary.

AFTER VIEWING:

Comprehension Questions:

- 1) What was Jose's favorite animal?
- 2) Where did he go to learn more about dinosaurs?
- 3) Who helped him find the books he wanted in the library?
- 4) What two different kinds of books on dinosaurs did Jose find in the library?

Discussion Questions:

- 1) What is a fiction book?
- 2) What is a non-fiction book?
- 3) What is a card catalog?
- 4) Name as many things as you can that are written on a card from the card catalog.

Follow-Up Activities:

- 1) Ask the librarian to show the class a non-fiction card and a fiction card from the card catalog.
- 2) Use the card catalog to find a fiction book on dogs.
- 3) Use the card catalog to find a non-fiction book on cats.
- 4) Make up titles for fiction and non-fiction books about horses.

AREA

Reference/Study/Media

OBJECTIVE #2

The student will recognize and use materials

SPECIFIC SKILL (S)

C. Begin to use the card catalog and classification system

AREA	ACTIVITY
Reference/Study/Media	1. Prepare the students by deciding first what kind of information they are going to look for in their reading. Example: "We're going to read and look for information about dinosaurs." Allow the children to share the information with the class. 2. View filmstrip with tape, "How To Hunt for Dinosaurs: Using the School Library."
OBJECTIVE #3 The student will utilize sources available in media center demonstrating his ability to organize, interpret and critically evaluate these data for personal and classroom experiences	Source: "Hooray for the Library!" Series. Eye Gate Media. 3. Refer also to Activity for Objective 2, Skill C.
SPECIFIC SKILL (S) A. Read for a definite purpose	

AREA	ACTIVITY
Reference/Study/Media	1. The steps in a <i>Directed Reading Lesson</i> teach children basic study skills. Use this same approach in content areas. 2. Refer also the SQ3R Method (Appendix)
OBJECTIVE #4 The student will organize information for studying	
SPECIFIC SKILL (S) A. Use basic study techniques	

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ACTIVITY

Before testing, familiarize the children with the terminology and test-taking procedure. Let them do a practice test and check each child's response to each item on the test before proceeding. With primary children, most of the directions will be read and the procedure will be very simple.

AREA

Reference/Study/Media

OBJECTIVE #4

The student will organize information for studying

SPECIFIC SKILL (S)

B. Apply introductory test-taking strategies

ACTIVITY

"License" children for operating equipment.

Example:

Work individually with children in explaining use of a tape recorder. He, in turn, must demonstrate (pass the test) his ability to use it properly. Then he is given a "license" which he keeps in his possession.

AREA

Reference/Study/Media

OBJECTIVE #5

The student will recognize print and non-print media

SPECIFIC SKILL (S)

A. Use video and audio equipment

AREA	ACTIVITY
Reference/Study/Media	<i>Color-lift Slides</i> 1. Materials: Pictures on slick paper, clear contact (vinyl adhesive), pan of water, slide mounts Procedure: 1. Select small pictures on a slick paper. 2. Cut the picture slightly larger than the opening of a 2 x 2 slide mount. 3. Cut a piece of contact paper slightly larger than the picture. 4. Remove the backing from the contact paper. 5. Press the picture, face down, onto the contact paper and smooth out the wrinkles with spoon. 6. Place the picture in the water and leave for two to five minutes. 7. Take from water and carefully remove the paper on which the picture has been. The picture itself will be transferred to contact paper. 8. Let the slide dry. 9. Place it in a slide mount and seal the open end of the mount. 10. Project the slide.
OBJECTIVE #5 The student will recognize and use print and non-print media	
SPECIFIC SKILL (S) B. Design, produce and present media projects to facilitate communication	2. Draw story in panels 3. Make posters 4. Puppets/Plays 5. Models 6. Games 7. Dioramas

AREA	ACTIVITY
Reference/Study/Media	Take advantage of current news events to help children evaluate what they see and hear in various media areas. Watch parts of the event which might be televised. Talk about how the media coverage caused them to <i>feel</i> about the event.
OBJECTIVE #6 The student will analyze print/non-print media and their unique effect on audience	
SPECIFIC SKILL (S)	

READING: INTERMEDIATE (4-5)

ACTIVITY

1. Develop a set of flash cards to help students learn the words.
2. See Primary Activity (1-3)
3. Let each child keep an alphabetized file of sight words.
4. Associate sight words with meaningful situations, with pictures, with objects.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

- A. Identify and use basic sight words

ACTIVITY**Vocabulary Boosters**

1. Materials: Construction paper or poster paper cut into flash card size, magic marker

Procedure: Develop a set of flash cards to help students learn the word lists.

2. Materials: Chalk, chalkboard

Procedure:

Teacher writes a list of words on the board. The children divide into two or more teams. They take turns using each word orally in a sentence, receiving one point for each correct sentence. The team with the most points is the winner.

Variations:

You could use the words from the South Carolina Basic Skills Word List or the vocabulary in the content field.

Source: *Reading Games*

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

- B. Basal Words or
C. South Carolina Basic Skills Word Lists

AREA	ACTIVITY
Reading: Decoding	<i>Context Clues</i> Materials: Magazines, catalogs, scissors Procedure:
OBJECTIVE #1 The student will decode words and determine word meaning	A collection of item descriptions should be cut from a magazine or catalog. These descriptions will be read by the students. Some word meanings in the descriptions should be unknown to the students so that context clues might be used. Example: Oval Pool Outfit — Three-foot-deep pool has unique oval shape that fits into smaller spaces but still provides ample swimming area.
SPECIFIC SKILL (S) D. Use Context Clues	Explain that one item description will be read and individuals will be directed to tell the meaning of selected words. Example of questions from description above: 1. What is the meaning of <i>unique</i>? 2. What is the meaning of <i>ample</i>? 3. What is the meaning of <i>oval</i>?

AREA	ACTIVITY
Reading: Decoding	Materials: Chalk, chalkboard Procedure:
OBJECTIVE #1 The student will decode words and determine word meaning	Write a word on the chalkboard. Ask the class to suggest sentences that use the word in different ways. Example: run 1. John can <i>run</i> quickly. 2. Mary had a <i>run</i> in her stocking. 3. The paint will <i>run</i>. Examples of other words that could be used in this activity are: well, fall, call, pick, ring, check, slip, rose, plate, set, racket, club, drive. Source: <i>Reading Skills Checklist and Activities</i>
SPECIFIC SKILL (S) E. Recognize word relationships (multiple meanings)	

ACTIVITY

Materials: Posterboard, pictures, magic marker

Procedure:

Make digraph cards. Put one digraph at the top of the card and place several pictures on the card. Some of the pictures do not contain the same digraph. Have the students point to or circle the pictures that contain the same digraph sound as the one at the top of the card.

Variation: You might try using the cards in other ways —

- Consonants (initial, medial, final)
- Consonant blends
- vowels (long, short)
- vowel digraphs

Source: *Kids' Stuff*

Reading and Language Experiences
Intermediate — Jr. High

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

- F. Recognize and use consonant sounds (consonant digraphs)

ACTIVITY

Materials: Coat hangers, old magazines, posterboard (cut into word card size), hole puncher, yarn or string.

Procedure:

Have students cut out pictures from old magazines. The pictures should represent words containing the sounds represented by c, g, or s.

Example:

- C = S or K
G = G or J
S = S or Z

Paste the pictures on the word cards. Punch a hole in the card. Use the yarn and hanger to make mobiles.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

- F. Recognize and use consonant sounds (consonants with two or more sounds (c, g, s))

AREA	ACTIVITY																								
Reading: Decoding	Materials: Chalkboard, chalk, paper, pencil Procedure: Write a list of words on the blackboard in random order. Use words containing diphthongs. The student is to reorder and write the words according to like pronunciation. Example: <table><tr><td>(oi)</td><td>(ew)</td><td>(ou)</td><td>(aw)</td><td>(ow)</td><td>(oy)</td></tr><tr><td>boil</td><td>few</td><td>cloud</td><td>saw</td><td>crown</td><td>toy</td></tr><tr><td>soil</td><td>stew</td><td>south</td><td>lawn</td><td>town</td><td>enjoy</td></tr><tr><td>noise</td><td>chew</td><td>round</td><td>paw</td><td>clown</td><td>boy</td></tr></table>	(oi)	(ew)	(ou)	(aw)	(ow)	(oy)	boil	few	cloud	saw	crown	toy	soil	stew	south	lawn	town	enjoy	noise	chew	round	paw	clown	boy
(oi)	(ew)	(ou)	(aw)	(ow)	(oy)																				
boil	few	cloud	saw	crown	toy																				
soil	stew	south	lawn	town	enjoy																				
noise	chew	round	paw	clown	boy																				
OBJECTIVE #1 The student will decode words and determine word meaning																									
SPECIFIC SKILL (S) G. Recognize and use vowel sounds (diphthongs)	Source: <i>Prescriptive Reading Inventory</i>																								

AREA	ACTIVITY										
Reading: Decoding	Materials: Chalkboard, chalk, paper, pencils Procedure: List words on board. These may include: <table><tr><td>horn</td><td>surf</td><td>shirt</td><td>flower</td><td>sword</td></tr><tr><td>garden</td><td>bird</td><td>curtains</td><td>jar</td><td>butter</td></tr></table> Write the following directions on the board. 1. Circle the words with <i>ir</i>. 2. Put an X on the words with <i>ur</i>. 3. Underline the words with <i>or</i>. 4. Put a square around the words with <i>er</i>. 5. Put a triangle around the words with <i>ar</i>. 6. Write sentences using five words from the list. Have the children follow the directions. Source: <i>Horry County Guide</i>	horn	surf	shirt	flower	sword	garden	bird	curtains	jar	butter
horn	surf	shirt	flower	sword							
garden	bird	curtains	jar	butter							
OBJECTIVE #1 The student will decode words and determine word meaning											
SPECIFIC SKILL (S) G. Recognize and use vowel sounds (controller "r")	211										

ACTIVITY

Materials: Paper, pencil, worksheet with list of words, some containing schwa sound

Procedure:

Have student circle all words containing sound and write a schwa over the letter or letters representing this sound

Example: sofa

Variation:

Reproduce paragraphs containing words with schwa sounds. Have students circle the words with the schwa sound.

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

G. Recognize and use vowel sounds (schwa)

ACTIVITY

Make a Big Word

Materials: 3" by 5" cards, magic marker, list of base/root words, words with prefixes or suffixes

Procedure: Write base/root words on 3" by 5" cards (i. e. like, move, believe). Write on other cards words which have a prefix or suffix added to those base/root words (i. e. dislike, remove, believable). Give students the cards and ask them to match longer words with their base/root words.

Variation:

Prefixes and suffixes could be written on cards, and students asked to place a prefix or suffix with each root word to make a new word.

Source: *Kids' Stuff*

Reading and Language Experiences
Intermediate — Jr. High

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (base/root words, prefixes, suffixes)

AREA	ACTIVITY												
Reading: Decoding	Making Plurals Materials: Tagboard chart with pockets labelled with methods for forming plurals (s, es, ies), word cards Procedure:												
OBJECTIVE #1 The student will decode words and determine word meaning	Student places word cards in correct pocket to show how plural of that word would be made. Examples for word cards <table data-bbox="605 526 970 697"> <tr> <td>bird (s)</td><td>fox (es)</td></tr> <tr> <td>dish (es)</td><td>tree (s)</td></tr> <tr> <td>city (ies)</td><td>girl (s)</td></tr> <tr> <td>wish (es)</td><td>candy (ies)</td></tr> <tr> <td>school (s)</td><td>teacher (s)</td></tr> <tr> <td>grocery (ies)</td><td>lunch (es)</td></tr> </table>	bird (s)	fox (es)	dish (es)	tree (s)	city (ies)	girl (s)	wish (es)	candy (ies)	school (s)	teacher (s)	grocery (ies)	lunch (es)
bird (s)	fox (es)												
dish (es)	tree (s)												
city (ies)	girl (s)												
wish (es)	candy (ies)												
school (s)	teacher (s)												
grocery (ies)	lunch (es)												
SPECIFIC SKILL (S) H. Recognize and use structural clues (plurals)	Variations: Include unusual plurals Examples: - wolf - wolves - man - men - child - children - ox - oxen												

AREA	ACTIVITY
Reading: Decoding	Contraction Cut-Ups Materials: Each student will need: Crayon, scissors, glue, large sheet construction paper Procedure:
OBJECTIVE #1 The student will decode words and determine word meaning	Distribute to each student a list of words which can be combined to make contractions. On this list, words should be printed very large. Have students form the contractions by cutting away the extra letters, gluing the new word to their construction paper, and using a crayon to add the apostrophe in place of the missing letters. Example: cannot can't
SPECIFIC SKILL (S) H. Recognize and use structural clues (contractions)	Source: <i>Kids' Stuff</i> Reading and Language Experiences Intermediate — Jr. High

ACTIVITY

1. Materials: Poster paper cut into strips (2" x 6"), magic marker

Procedure:

Make 2" by 6" cards with words from basal series printed on them. Place these in a box. Divide the students into teams. Pass the box to the first person in Team 1. The student takes a card, says the word, and tells the number of syllables. He is given two points if correct. Continue until all students get a turn. Add the scores and determine which team has the highest score.

Source: *Newberry County Guide*

2. Materials: Worksheet containing list of words, pencil

Procedure:

The student will divide words into syllables. They will also count and record the number of vowel sounds.

Example:	Vowel sounds	Syllables
1. pu/pil	2	2
2. en/joy/ing	3	3
3. bro/ken	2	2
4. a/rith/me/tic	4	4
5. ma/ple	2	2
6. re/mem/ber	3	3

AREA

Reading: Decoding

OBJECTIVE #1

The student will decode words and determine word meaning

SPECIFIC SKILL (S)

H. Recognize and use structural clues (syllabication)

ACTIVITY

Materials: Pencil, worksheet (one for each student)

Procedure:

Give students a simple recipe in sentence form. At the bottom of the worksheet "mix-up" the steps and ask pupils to number in order.

Variation:

1. You can substitute directions for taking a trip.
2. Let students write directions for some task.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads

SPECIFIC SKILL (S)

A. Follow directions

AREA	ACTIVITY
Reading: Literal Comprehension	1. Materials: Basal reader, worksheets (detailed questions concerning a selection), pencil Procedure: In a basal reading group, ask questions and have children locate information to provide answers. A worksheet containing specific questions should be given to each child. The questions should be answered and a page number given on which he finds the answer.
OBJECTIVE #2 The student will literally comprehend what he reads	2. Who? What? Where? When? How? How Many? Materials: Newspaper articles or story selections (dittoed material), crayons Procedure: Children read selection and underline who, what, where, when, how, how many. Underline each type of fact in a different color (ie. <i>who</i> in green, <i>what</i> in red)
SPECIFIC SKILL (S) B. Recall specific details	Source: <i>Horry County Guide</i>

AREA	ACTIVITY
Reading: Literal Comprehension	Materials: Discarded texts, magazines, paper, pencils, tagboard, clear contact, wax marking pencils, small carpet squares Construction: Obtain 24 short stories from discarded texts, magazines, or materials written by teacher or students. Cut apart the paragraphs of each story and mount them in scrambled sequence on a 9" x 12" piece of tagboard. Cover with clear contact. Provide wax marking pencils and carpet squares for erasing.
OBJECTIVE #2 The student will literally comprehend what he reads	Procedure: The child chooses a story board, reads the paragraphs, and uses a wax pencil to number the paragraphs in their correct sequence. Source: <i>Creating A Learning Environment</i>
SPECIFIC SKILL (S) C. Recall and plot sequence	

ACTIVITY

Read It Right

1. Materials: Sentence strips, magic markers, chalk, chalkboard

Procedure: On each sentence strip, write a sentence (without punctuation) which can be punctuated in different ways. Also do examples on the board.

Example:

Elizabeth Ann Mary Sue and I had lunch.

Elizabeth Ann, Mary Sue, and I had lunch.

or

Elizabeth, Ann, Mary, Sue and I had lunch.

Alice yelled Timothy watch out.

"Alice!" yelled Timothy. Watch out!"

or

Alice yelled, "Timothy, watch out!"

2. Materials: black construction paper, scissors, transparency (or chalkboard)

Procedure:

From black construction paper cut large versions of the punctuation marks being studied. Prepare on a transparency (or chalkboard) three unpunctuated stories. Review with students the use of punctuation and explain new rules. Pin the large punctuation marks to the front of volunteers (Distinguish between commas and apostrophe by placing comma low and the apostrophe high.) Read through the first story together aloud, with each punctuation person bowing and saying his name when he is needed in the story. Repeat the procedure with new volunteers and a new story.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads

SPECIFIC SKILL (S)

- D. Recognize and apply *punctuation* as a guide to meaning

AREA	ACTIVITY
Reading: Literal Comprehension	Materials: Chalkboard, chalk Procedure: Write examples of sentences with pronoun referents on the board. Example: Philip is unhappy because he lost the game.
OBJECTIVE #2 The student will literally comprehend what he reads	Discuss pronoun referents. Rewrite the sentence without the pronoun referent. Example: Philip is unhappy because Philip lost the game. Note: Use name of classroom students Variation:
SPECIFIC SKILL (S) E. Recognize and use referents (pronoun referents and adverb referents)	You may substitute sentences with adverb referents.

AREA	ACTIVITY
Reading: Literal Comprehension	Note: Words are sometimes printed in special ways to help you understand the meaning of what you're reading. Words printed in all capital letters often show strong feeling but sometimes they can simply show how a sign is printed. If you come to a word printed in slanted type called italics, you know the writer wants the word to sound a little louder or more important than the other words.
OBJECTIVE #2 The student will literally comprehend what he reads	Materials: Chalk, chalkboard Procedure: Put examples of special type on the board. Discuss the reasons for the special type. Example: Do you see the STOP sign?
SPECIFIC SKILL (S) F. Identify uses of special type (italics and all capital letters)	Reason: The word STOP was written in all capital letters, because the sign was printed that way. Example: "DON'T TOUCH THAT!" yelled Mary. Reason: The words were in all capitals, because it was said with strong feeling. Source: <i>Houghton Mifflin Reading Series</i>

ACTIVITY	AREA
Materials: Short paragraphs or articles reproduced and mounted on construction paper (under each selection write several main ideas) Procedure: Have children read the selections silently and choose the correct main idea. Extensions: • Give students a paragraph to read from which the main idea has been omitted so that they will see how the lack of one sentence in the paragraph can make it more difficult to understand. • Have students read a selected story and make an outline by listing the <i>main topic</i> of each paragraph. • Have students choose a title for a selection.	Reading: Interpretive/ Critical Comprehension
	OBJECTIVE #3 The student will read and think interpretively/critically
	SPECIFIC SKILL (S) A. Identify main idea (topic sentence, titles)

ACTIVITY	AREA
What's The Big Idea Materials: Old magazines, old textbooks, old workbooks, folder, pencil Procedure: Cut out short selections from the magazines, textbooks, or workbooks. Include many different kinds of literature. Put them in a folder (number each selection). On the outside of the folder write the following: What's the Purpose 1) Teach something? 2) Make you laugh? 3) Show you how? 4) Report information? 5) Convince you something is true? 6) Make you angry? Have individuals read the articles and decide the author's purpose for each and check their answers with an answer key. Source: <i>Kids' Stuff</i>	Reading: Interpretive/ Critical Comprehension
	OBJECTIVE #3 The student will read and think interpretively/critically
	SPECIFIC SKILL (S) B. Author's purpose

AREA

Reading: Interpretive/
Critical Comprehension

ACTIVITY

Have the children prepare a chart showing the difference between two animals, people, or plants about which they have read. They may use reference books to complete the chart.

OBJECTIVE #3

The student will read and think interpretively/critically

SPECIFIC SKILL (S)

C. Make comparisons and contrasts

The Porcupine and the Raccoon		
	Porcupine	Raccoon
1. Appearance		
2. Kind of home		
3. Food		
4. Habits		
5. Young		
6. Size		
7. Hibernation		
8. Where found		

Source: *Learning Activities for Reading*

AREA

Reading: Interpretive/
Critical Comprehension

ACTIVITY

Western Union Special

1. Materials: Chalkboard, chalk, pencil, format of a telegram, library books

Procedure:

Show the students the format of a telegram. Write some telegrams together to give students practice in compacting their sentences and ideas. Ask each student to write a summary of a library book, limiting himself to the space and form of a telegram.

2. Prepare short, informative selections and ask the students to read them. Then have the students write a short summary.

OBJECTIVE #3

The student will read and think interpretively/critically

SPECIFIC SKILL (S)

D. Summarize

ACTIVITY

Materials: Scissors, felt tip pens, sentence strips

Procedure:

Copy cause and effect relationships on two separate sentence strips (cause on one, effect on the other). Have the children match the relationship.

Example:

The street is flooded. / It rained during the night.
I am late to school. / The alarm clock didn't ring.
She looks different. / She had her hair cut.

AREA

Reading: Interpretive/
Critical Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically

SPECIFIC SKILL (S)

E. Determine cause-effect relationships

ACTIVITY

How Do You Know?

1. Materials: Short stories

Procedure:

Read a short story (2-3-4 paragraphs) to the class. Then ask questions which require children to draw conclusions. As a follow-up, provide a duplicated story with the same type of questions requiring the students to draw conclusions.

2. Selections from the reader, science or social studies texts are used and questions prepared similar to ones below.
- What time of year is it?
 - Did this happen within recent times? Reason?
 - Do these people live the same as we do?

AREA

Reading: Interpretive/
Critical Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically

SPECIFIC SKILL (S)

F. Draw conclusions

AREA	ACTIVITY
Reading: Interpretive/ Critical Comprehension	<i>What Would Happen If?</i> 1. Materials: Index cards, tape recorder Procedure:
OBJECTIVE #3 The student will read and think interpretively/critically	Ask children, "What would happen if it never rained?" Have them discuss possible answers, dictate or record on a tape recorder. Put "What would happen if . . ." questions on index cards and let children choose one to answer in paragraph form. Let children make up own questions and answers. Source: <i>Horry County Guide</i>
SPECIFIC SKILL (S) G. Predict outcomes	2. After reading part of the lesson, children predict what is going to happen next. Intermediate children may write the prediction on a sheet of paper and tell why they think this will happen.
AREA	ACTIVITY
Reading: Interpretive/ Critically	Have the students read two stories. One story is realistic and presents true facts. The other one describes events that are improbable. Discuss the stories to help them distinguish realism from fantasy. Paragraphs may be used instead of stories.
OBJECTIVE #3 The student will read and think interpretively/critically	
SPECIFIC SKILL (S) H. Distinguish realism from fantasy	

ACTIVITY

1. Classification suitable to grade level from science, social studies, math, etc. may be used to teach classifying.

Example: Choose the right answers.

- a. Snow goes with . . . weather . . . skating . . . letters.
- c. Circus goes with . . . tickets . . . lions . . . envelope.

2. Cross out words that do not belong

Animals	Plants	Fruit	Time
cow	cactus	apple	yesterday
butter	sponge	potato	quick
sheep	dog	peach	today
lemon	bell	orange	suddenly

Source: *Learning Activities for Reading*

AREA

Reading: Interpretive/
Critical Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically

SPECIFIC SKILL (S)

1. Classify and categorize items

ACTIVITY

"Fact-Opinion Cards"

Materials: Red and blue cards (enough for each student to have one of each color), newspapers, magazines

Procedure:

Supply each student with two cards, one red and one blue. Read sections from newspapers or magazines. When a fact comes up or an opinion is read hold up their cards according to what they think it is (Red for fact, blue for opinion). They must be able to justify their choice.

Variations:

Have students read a story silently. Have a list of statements from the story to read to students. Have them hold up their cards after each statement.

Source: *Treasury of Teaching Activities for Elementary Language Arts*

AREA

Reading: Interpretive/
Critical Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically

SPECIFIC SKILL (S)

1. Distinguish fact from opinion

AREA

Reading: Interpretive/
Critical Comprehension

ACTIVITY

Discuss the relationship of the two objects in the first part of an analogy.
Then let students choose the second part of the analogy from several choices.

Example:

- a. Black is to white as _____ is to _____.
 - 1. hot is to warm
 - 2. cold is to hot
- b. Columbia is to South Carolina as _____ is to California.
- c. Low is to valley as high is to _____.

Source: *Special Kids' Stuff*

OBJECTIVE #3

The student will read and think interpretively/critically

SPECIFIC SKILL (S)

K. Interpret analogies

AREA

Reading: Reference Usage

ACTIVITY

Materials: Dictionaries, worksheets, pencils

Procedure:

Prepare a list of questions. Ask students to answer the questions using a dictionary.

Examples:

Would you find a *pontoon* in the desert?
Does a *stoker* melt easily?

Variations: What would you do . . .

- 1. . . . if bitten by a member of the *culicidae* family?
 - a) tell his mother b) scratch c) bleed a lot

- 2. . . . if you fell into a *nullah*?
 - a) swim b) die instantly c) take a nap

Source: *Kids' Stuff*

OBJECTIVE #4

The student will develop and use reference skills

SPECIFIC SKILL (S)

A. Use dictionary

ACTIVITY

Crossword Puzzle

Reproduce a puzzle to fit the following patterns.

ACROSS:

5. City where book is published.
6. person who writes book.
10. Arranged as the chapters or stories appear in book.
12. Tells where information can be found in the book (arranged in alphabetical order).

DOWN:

1. Printer of the book.
2. Helps keep the pages of the book together.
3. Makes pictures for book.
4. An attractive part of the book which protects its pages.
7. Name of a book.
8. When the book was published.
9. Part of book that gives title, author, illustrator, publisher, city of publication, and date of publication.
11. Main part of the book.

ANSWERS:

Across:

5. Place of publication
6. Author
10. Table of contents
12. Index

Down:

1. Publisher
2. Spine
3. Illustrator
4. Cover
7. Title
8. Copyright date
9. Title page
11. Body

AREA

Reading: Reference Usage

OBJECTIVE #4

The student will develop and use reference skills

SPECIFIC SKILL (S)

- B. Use parts of books and magazines

AREA	ACTIVITY
Reading: Reference Usage	A picture of a set of encyclopedias is duplicated, showing the volume, number and letters on the pictures of each book. The children are asked to tell in which volume they will find information about certain topics. Examples: a. A circus - Volume _____ b. A wolf - Volume _____ c. Electricity - Volume _____ d. South Carolina - Volume _____ Source: <i>Learning Activities for Reading</i>
OBJECTIVE #4 The student will develop and use reference skills	
SPECIFIC SKILL (S) C. Use encyclopedia	

AREA	ACTIVITY
Reading: Reference Usage	Rule of thumb. When you select a book, turn to the middle and read silently. Put your thumb on a table. Each time you miss a word, put a finger down. If you get all your fingers (one hand) down while reading one page, the book is too difficult. Source: <i>Newberry Curriculum Guide</i>
OBJECTIVE #4 The student will develop and use reference skills	
SPECIFIC SKILL (S) D. Select an appropriate book for independent reading	

ACTIVITY	AREA
Materials: Paper, pencils, construction paper, paste Procedure: Direct students to "watch" for the setting, theme, main characters, conflict, climax, and conflict resolution as he reads. (Place these terms in a chart). When the student has finished reading the short story, he may construct a booklet to show the characteristics of the story. The booklet includes pages such as these: - Title, author, illustrator. - Explanation of <i>theme</i> with illustration. - Illustration of setting (showing <i>time</i> and <i>place</i>). - Illustrations and descriptions of <i>main</i> characters. <i>Illustration</i> and explanation of <i>conflict</i>. - Illustration of the story's high point, or <i>climax</i>. - Illustration and explanation of the <i>resolution</i>. Source: <i>Kids' Stuff</i>	Reading: Literature
	OBJECTIVE #5 The student will analyze literature
	SPECIFIC SKILL (S) A. Recognize nature of information (form-short story)

ACTIVITY	AREA
Materials: Library books (poetry), recordings of poetry, recordings of folk music Procedure: Introduce poetry with a bulletin board. The display can include pictures of poets and poems. Captions could include: "Poets are people in love with words." Share several poems with the students. Then divide the class into groups and let them read several poems to each other. Have each group decide on one poem to share with the class. Extension: Have the children read a book of poetry. Then ask them to memorize and share a poem with the class. Source: <i>Horry County Guide</i>	Reading: Literature
	OBJECTIVE #5 The student will analyze literature
	SPECIFIC SKILL (S) A. Recognize nature of information (form-poetry)

AREA	ACTIVITY
Reading: Literature	Materials: Bulletin board, lettering set, old book jackets, construction paper, scissors, bulletin board paper Procedure: Have students create a bulletin board showing examples of different types of fiction. (Science fiction, historical fiction, fables, legends, tall tales, myths, etc.)
OBJECTIVE #5 The student will analyze literature	Variation: Substitute examples of non-fiction (biographies, autobiographies, factual book, informational articles and books)
SPECIFIC SKILL (S) A. Recognize nature of information (types-fiction, non-fiction)	

AREA	ACTIVITY
Reading: Literature	Materials: Magazine articles Procedure: Have the student read articles you have selected from magazines. The articles should be written at their appropriate reading level. (Copies could be dittoed for all students). Ask them to decide the mode of the article. Discuss their decisions.
OBJECTIVE #5 The student will analyze literature	
SPECIFIC SKILL (S) A. Recognize nature of information (modes)	

ACTIVITY

Materials: Bulletin board paper, bulletin board letters, book jackets

Procedure:

Put a title at the top of the board.

Example: ELEMENTS OF A SHORT STORY

Divide the board into three divisions

Setting
time, place,
and mood
of the story

Plot
what happens,
events that
make up the
structure of
the story

Characters
people or
animals in
the story

Place book jackets on the board to show different types of stories in which setting plot and characters can be defined.

AREA

Reading: Literature

OBJECTIVE #5

The student will analyze literature

SPECIFIC SKILL (S)

B. Recognize structural elements

ACTIVITY

Materials: Worksheet with two columns, pencil

Procedure:

Explain the meaning of simile. List incomplete *similes* in one column of a worksheet and words to complete them in the other.

Example:

- | | |
|----------------------------|-----------------|
| 1. as busy as a _____ | a) bear |
| 2. as hungry as a _____ | b) bee. |
| 3. Her voice is like _____ | c) sunset |
| 4. It is as black as _____ | d) tar |
| | e) black velvet |

Variation: Write phrases on worksheets. Some *metaphors*, some not. Have children circle the *metaphors*.

Source: *Prescriptive Reading Inventory*

AREA

Reading: Literature

OBJECTIVE #5

The student will analyze literature

SPECIFIC SKILL (S)

C. Recognize and interpret rhetorical devices (similes and metaphors)

AREA	ACTIVITY
Reading: Literature	Materials: Basal reader stories in which animals or objects are given human characteristics (Short stories from other sources may be used) Procedure: Discuss the ways in which the animal or object in the story acts like a human being and ask why the students think the author gave the character or object human characteristics. Provide students with lists of story titles. Have them decide which ones <i>might contain</i> personification and why they think so.
OBJECTIVE #5 The student will analyze literature	
SPECIFIC SKILL (S) C. Recognize and interpret rhetorical devices (personification)	

AREA	ACTIVITY
Reading: Directed Reading	1. Materials: Basal reader Procedure: Have the children read a selection silently. After they finish, ask literal and interpretive questions about the selection.
OBJECTIVE #6 The student will read with teacher direction	2. Questions are prepared dealing with topics covered in the reading selections. These may be duplicated and given to each student.
SPECIFIC SKILL (S) A. Read silently with comprehension	

ACTIVITY	AREA
Materials: Tape recorder Procedure: Have student record the most interesting part of a story, not to exceed 3 minutes (use an "hour-glass" timer). Have student listen to himself read and ask these questions found on a card: 1. Did I make the story interesting? 2. Did I use good expression? 3. Did I sound like I was "talking" and not "reading?" 4. Would I like to listen to the whole story in this way? 5. Did I do better than last time? 6. Can I do better still? Have students read onto tape each question along with his answer for teacher to hear. Source: <i>Kids' Stuff</i>	Reading: Directed Reading OBJECTIVE #6 The student will read with teacher direction SPECIFIC SKILL (S) B. Read orally with expression and comprehension

ACTIVITY	AREA
1. Materials: Basal Reader Procedure: Have the children read a selection orally. After they finish ask literal and interpretive questions about the selection. 2. Children reread an article in order to verify answers to questions.	Reading: Directed Reading OBJECTIVE #6 The student will read with teacher direction SPECIFIC SKILL (S) B. Read orally with comprehension

WRITING: INTERMEDIATE (4-5)

ACTIVITY

1. Refer to districts adopted handwriting program.
2. Materials: Chalkboard, chalk, paper, pencils

Procedure:

The following sentences contains all the letters in the alphabet. Students should write the sentences several times observing their own body positioning, spacing, slant, letter formation, size and proportion. (Teacher should observe also)

- 1) The quick fox jumps over the lazy brown dog.
2. Quickly pack my box with five dozen green jugs.

Note: Give students instructions concerning proper cursive writing before doing the activity mentioned above. Also study *Cursive Writing Workshop* published by Zaner-Bloser.

Source: *Anchor*

AREA

Writing: Handwriting

OBJECTIVE #1

The student will write legibly

SPECIFIC SKILL (S)

- A. Use cursive writing
- B. Proofread writing form

ACTIVITY

Materials: Paper, pencils lists of words that can be put in alphabetical order with first letter.

Procedure:

Divide the class into partners. The partners are given a list of words (groups of five) in non-alphabetical order. Next to each group of words the partners rewrite the words in alphabetical order.

Variations:

Use words providing practice in alphabetizing by second, third, or fourth letters.

Players could prepare their own lists.

Alphabetize first names of class members.

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

- A. Use correct spelling (alphabetical order)

AREA	ACTIVITY
Writing: Mechanics	Materials: Dictionaries, paper, pencils Procedure: Write on the chalkboard a word such as <i>horse</i> and have the children volunteer the many words which can be developed from the name of this animal; write these words on the board as they are volunteered. For example: <i>horseback</i>, <i>horseman</i>, <i>horseplay</i>, <i>horseshoe</i> and <i>horsepower</i>.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Now challenge sets of partners to see what words they can think of, or discover in dictionaries, that can be suggested by the word of another animal, <i>dog</i>. A few examples are: <i>dogfight</i>, <i>doghouse</i>. When each list is completed see how frequently each new word was mentioned. Also discover words only found by one or two sets of partners. Source: <i>Fostering Spelling Achievement</i>
SPECIFIC SKILL (S) A. Use correct spelling (dictionary)	

AREA	ACTIVITY
Writing: Mechanics	Materials: Tagboard circle, spinner brad, magic marker Procedure: Make a wheel of digraphs. Fasten a spinner with a brad. Have students spin and give words for sound the spinner points to.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Variations: You might try using the wheel in other ways: 1) Consonant sounds a. initial b. final c. double d. blends 2) Vowel sounds a. long b. short c. teams d. diphthongs
SPECIFIC SKILL (S) A. Use correct spelling (consonant sounds)	Have children give oral sentences with the words.

ACTIVITY

Materials: Dittod vowel chart, pencils, list of words containing vowel sounds

Procedure: Give each pupil a copy of a vowel chart

Example:

	a	e	i	o	u
Long					
Short					
r					

Dictate words such as follows:

hat
hate

coat
barn

sit
for

lock
cut

met
teach

After the word is pronounced, the student must write the word in the correct box.

Example:

	a	e	i	o	u
Long	hate	teach		coat	
Short	hat	met	sit	lock	cut
r	barn			for	fur

Extension: Make a bulletin board exactly like the chart.

Source: Kids' Stuff

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

A. Use correct spelling (vowel sounds)

ACTIVITY

Materials: Paper, pencils, catalogs (mail-order)

Procedure:

This is a game activity. Divide into three or four teams. Students may select a name for their team and elect a team manager. Each team member selects a catalog page and records all the compound words he can find on that page. Team managers tally their team's total words. The winner will be the team which finds the most compound words.

Variation: Students might use catalog pictures to illustrate a booklet of compound words.

Source: Kids N' Katalogs

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

A. Use correct spelling (compounds)

AREA	ACTIVITY
Writing: Mechanics	1. Materials: Paper, pencil, written paragraphs in which blanks have been substituted for certain suffixes Procedure: Pass out duplicated copies of paragraphs in which blanks have been substituted for the suffixes. They are to fill in the missing parts or put an X in the blank if nothing is missing. Be sure they double the consonant when necessary. Example: John was walk() home from the swim() pool. He tried to catch up with Bill, who had start() home five minutes earlier. Final() he caught up with Bill and whisper() something in his ear. Grin() Bill laugh() boisterous(). Can you guess() what John had said? Source: <i>Fostering Spelling Achievement</i>
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	
SPECIFIC SKILL (S) A. Use correct spelling (affixes/verb forms)	2. Materials: Word cards, paperbag Procedure: Teach the rules for making singular nouns into plural nouns. Write singular nouns on word cards and put them in a paper bag. Have students draw a word from the bag and spell the plural form of the word. 3. Materials: Chalk, chalkboard Procedure: Divide the class into two teams. Provide each team with space at the chalkboard. Prepare a list of prefixes, such as un-, pre-, non-, bi-, re-. Pronounce a prefix, such as "un-", and call the first person for Team 1 to the board. He will write a word containing the prefix "un-", such as "unsteady." The first person from Team 2 will then come to the board and write a new word beginning with the prefix "un-." The teams will continue alternating turns still using the prefix "un-", until one person writes a word already used, or cannot think of any word to write. The opposing team then scores one point. Then begin with a new prefix. At the end of the playing time, the team with the highest score wins. Variation: Use suffixes Source: <i>Anchor</i>

ACTIVITY	AREA
Materials: Chalk, chalkboard, paper, pencils	Writing: Mechanics
Procedure: Write some sentences containing the two words which form contractions. Have the children rewrite the sentences with contractions in the place of the two underlined words.	
Example: <i>I am</i> going home. <i>You did not</i> go to the party.	OBJECTIVE #2
Variation: Ask the children to write their own sentences using contractions.	The student will spell, capitalize, and punctuate correctly
	SPECIFIC SKILL (S) A. Use correct spelling (contractions)

ACTIVITY	AREA
See the Sea	Writing: Mechanics
Materials: Paper, pencils	
Procedure:	
This game should be played with two teams of four players each. Each team constructs a list of homonym pairs. The team make up correct sentences using the homonym pairs. Then Team A and Team B go to the board, lining up. Player one on Team A reads a homonym sentence. Player one on Team B writes legibly on the board the homonym pair. One point is given for each homonym spelled correctly. Next the second two players take their turn. When all four players on Team B have had a chance to spell, Team B reads their sentences for Team A players to spell. The team with the most points wins.	OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly
Example: I want to buy a new <i>sail</i> at the sports sale.	
Variation: Use synonyms or antonyms	
Source: <i>Fostering Spelling Achievement</i>	SPECIFIC SKILL (S) A. use correct spelling (homonyms, synonyms, antonyms)

AREA

Writing: Mechanics

ACTIVITY

Materials: Chalk, chalkboard, paper, pencils

Procedure:

List on the board a group of words commonly used in abbreviated form.

Examples:

Thursday	Mister
avenue	Doctor
street	January
number	Michigan
boulevard	pound

Have the students number their papers and beside each number write the correct abbreviation for a given word.

OBJECTIVE #1

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

A. Use correct spelling (abbreviations)

AREA

Writing: Mechanics

ACTIVITY

Materials: Paper, pencils, word list, poster board, magic markers

Procedure:

You have two or more sets of partners. One partner in Set One dictates and uses in a sentence five words from a list of words with irregular spellings, while the other partner writes these words. Then their roles are reversed. The partners correct their own papers by looking in the master list, and then tell how the correct spelling for each word was remembered.

These "ways of remembering" are then written beside each of the words on a large chart entitled HOW WE REMEMBER. The other sets of partners do the same thing, including the preparation of their charts. The chart below is only illustrative.

HOW WE REMEMBER

Key word

Way of Remembering

friend

"i" before "e," except after "c."

fox, foxes

If a word ends in "x", add "es" to form a plural.

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

A. Use correct spelling (irregular spellings)

ACTIVITY

Materials: Paper, pencils, chalk, chalkboard

Procedure:

Write some sentences on the board (or on a worksheet). Don't include the capital letters or punctuation. Have the children write each sentence again using capital letters.

Variation:

Write paragraphs without capital letters or punctuation. Have the children rewrite the paragraphs using capital letters.

Note: Include all forms of capitalization:

- 1) Sentence beginnings
- 2) Proper nouns
- 3) Titles
- 4) Pronoun I
- 5) Days of Week
- 6) Months of year
- 7) Holidays

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

B. Use correct capitalization

ACTIVITY

1. Declarative Sentences/Imperative Sentences

Materials: Pencils, paper, chalk, chalkboard

Procedure:

Write sentences on the board, leaving out periods. Discuss reasons for periods at the end of the sentences. Put more sentences on the board (or worksheet) and let students put periods at the end of telling (declarative) sentences or command (imperative) sentences.

2. Outline Form

Procedure:

Have students use outline form by copying topics from chalkboard.

- I. Animals
 - A. Zoo
 1. tiger
 2. bear

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

C. Use correct punctuation (periods)

AREA	ACTIVITY
Writing: Mechanics	Materials: Paste, comics, newspapers, magazines, construction paper, scissors Procedure: Ask students to cut out examples of sentences with question marks from comics, magazines, and newspapers. Have them paste the sentences on construction paper. Then ask them to write some of their own examples of sentences with question marks.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Variation: Cut out examples of exclamations and follow the same directions.
SPECIFIC SKILL (S) C. Use correct punctuation (question mark, exclamation mark)	

AREA	ACTIVITY
Writing: Mechanics	1. Materials: Chalk, chalkboard, basal books (language books, library books, and others may be used) Procedure: Ask pupils to locate in a book several sentences containing commas. Let each pupil take a turn writing a sentence on the board and calling on classmates to place commas where they are needed.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	2. Materials: Paper, pencils, chalk, chalkboard Procedure: Discuss a set of sentences. Have students identify the comma in changing the meaning of sentences.
SPECIFIC SKILL (S) C. Use correct punctuation (commas)	Example: John, my cousin is a lawyer. John, my cousin, is a lawyer. Variations: Sets of months and dates Sets of addresses

ACTIVITY	AREA
Materials: Paper, chart, magic marker, basal readers, dictionaries Procedure: Make a chart showing the use of hyphens. Have the students use basal readers or a dictionary to find examples of different uses of hyphens. The students should write the examples on a piece of paper. Discuss the examples with the class. Examples: 1) dividing words at the end of a line 2) hyphenated compounds Source: <i>Horry County Guide</i>	Writing: Mechanics OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly
	SPECIFIC SKILL (S) C. Use correct punctuation (hyphens)
ACTIVITY	AREA
Materials: Posterboard, magic markers Procedure: Prepare a chart with uses of colons: 1. To introduce a <i>direct, formal quotation</i> 2. To introduce a <i>long, inset quotation</i> 3. To introduce a <i>formal series</i> 4. To introduce the <i>body of a letter</i> 5. Used in <i>references to indicate separation</i> Give the class examples of colons. Let them tell the use of each colon. Uses 4 A. Dear Mr. Smith: 5 B. 8:25 p.m. 1 C. The speaker began: "I move . . ." 3 D. His platform was simple and clear: to keep America free, . . . Variation: This activity may be adapted to the use of semi-colons Source: <i>Horry County Guide</i>	Writing: Mechanics OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly
	SPECIFIC SKILL (S) C. Use correct punctuation (colons and semi-colons)

AREA	ACTIVITY
Writing: Mechanics	Possessives Material: Paste, pictures from newspaper, magazines, coloring book, pencil, construction paper, scissors Procedure:
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	Have students look in magazines, newspapers or coloring books for pictures which show one or more people who have something. Advertisements are often used for this purpose. Have students cut out the pictures and paste them on pieces of construction paper. Then tell them to make up a sentence about the picture, using <i>have</i> or <i>had</i> and write it under the picture. Example: The boy has a bicycle. Now change the sentence into possessive form underneath the first sentence. The boy's bicycle is red.
SPECIFIC SKILL (S) C. Use correct punctuation (apostrophe)	Variation: Use the same procedure except tell the students to make up sentence containing contractions. Source: <i>Newberry County Guide</i>

AREA	ACTIVITY
Writing: Mechanics	1. Materials: Paper, pencils, chalk, chalkboard Procedure: Have students copy sentences from the chalkboard and insert quotation marks wherever they are needed.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly	2. Material: Worksheet, pencils Procedure: Give children some sentences in conversation. Ask them to place quotation marks and other punctuation marks where they are needed.
SPECIFIC SKILL (S) C. Use correct punctuation (quotation marks)	

ACTIVITY

Materials: Paper, pencils, basal readers, English books, newspapers

Procedure:

Have students bring books to class (basal readers, English books, etc.) Ask them to find several examples of books, magazines, poems, newspapers or other titles that need to be underlined in writing.

Note: Titles found italicized in printed matter should be underlined in handwritten material.

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly

SPECIFIC SKILL (S)

C. Use correct punctuation (underlining)

ACTIVITY

Materials: 2 shoeboxes, word cards (write words on the cards), magic markers, chalk, chalkboard

Procedure:

Label the shoeboxes (Label one *noun* and the other *not nouns*). Give some word cards to a student. Have the student put the words in the appropriate box. Then have another student pick a noun out of the box and write a sentence at the board with the word.

Note: You may use all types of nouns:

- 1) Possessives
- 2) Singular
- 3) Plural
- 4) Common
- 5) Proper

Variations: You may substitute other parts of speech.

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately

SPECIFIC SKILL (S)

A. Recognize nouns and their uses

AREA	ACTIVITY
Writing: Usage/Grammar	Materials: Paste, newspapers, magazines, construction paper (large), pencils, scissors Procedure: Let students look through newspapers or magazines to find action words. Instruct the student to cut out the words and paste them on a sheet of construction paper. Have each student write a sentence with each word at the bottom of the construction paper. Variation: Also use this procedure with linking, helping, and being verbs.
OBJECTIVE #3 The student will recognize and use words appropriately	
SPECIFIC SKILL (S) B. Recognize verbs and their uses	

AREA	ACTIVITY
Writing: Usage/Grammar	Extraordinary Elf Materials: Paper, pencils, worksheet Procedure: Rewrite each sentence on the worksheet. Use a personal pronoun to replace the subject in each sentence.
OBJECTIVE #3 The student will recognize and use words appropriately	Examples: The <i>robin</i> made a nest in the tree. <i>It</i> made a nest in the tree. 1) The man in the blue suit spoke to us. _____ 2) His mother helped us bake a cake. _____
SPECIFIC SKILL (S) C. Recognize pronouns and their uses	3) The children were playing football at school. _____ Variation: Use pronouns to replace the object in sentences. Use possessive pronouns in sentences. Source: <i>Kids' Stuff</i>

ACTIVITY	AREA
Materials: Paper, pencils	Writing: Usage/Grammar
Procedure:	
Have each student pick a noun from a vocabulary list, spelling list, or text book. Ask him to write the noun vertically on his paper and next to each letter write adjectives that will describe this noun, beginning with each of the letters of the word he chose.	
Example: (bear) b - big e - enormous a - awkward r - ruthless	OBJECTIVE #3 The student will recognize and use words appropriately
Variation:	
Choose a descriptive word or two for each letter in your name. (Carl) C - cheerful a - amiable r - remarkable l - likeable Source: <i>Horry County Guide</i>	SPECIFIC SKILL (S) D. Recognize adjectives and their uses

ACTIVITY	AREA
Materials: Paper, pencils, chalk, chalkboard	Writing: Usage/Grammar
Procedure:	
Write a list of words on the chalkboard. Ask students to add - ly to each word to make adverbs. Have student make a sentence with both words.	
Example: quiet quietly Bob is a quiet child. He answered the question quietly.	
	OBJECTIVE #3 The student will recognize and use words appropriately
	SPECIFIC SKILL (S) E. Recognize adverbs and their uses

AREA	ACTIVITY
Writing: Usage/Grammar	1. Materials: List of prepositions Procedure: Give students a list of commonly used prepositions. Have them become familiar with the prepositions and write them in sentences.
OBJECTIVE #3 The student will recognize and use words appropriately	2. Materials: Worksheets, pencils Procedure: Give the student a worksheet with pictures of objects drawn on it. Have the students follow directions containing prepositions. Example:
SPECIFIC SKILL (S) F. Recognize and use connecting words (prepositions)	1) Put an X <i>under</i> the table. 2) Draw a picture <i>on</i> the wall. 3) Write your name <i>beside</i> the book. 4) Draw a circle <i>around</i> the flower.

AREA	ACTIVITY
Writing: Composing	1. Materials: Magazines, newspapers, paper, pencils, scissors Procedure: Choose interesting pictures from magazines or newspaper. Have the students write a statement, a question, a command, and an exclamation about the pictures.
OBJECTIVE #4 The student will express himself effectively in writing	2. Materials: Paper, pencils, chalk, chalkboard Procedure: Write several sentences on the board without punctuation marks. Have students rewrite each sentence using capital letters, periods, question marks, and exclamation points as needed. Also have the students label the kinds of sentences.
SPECIFIC SKILL (S) A. Recognize and write complete sentences (types - declarative, interrogative, imperative, exclamatory)	Example: Where is your sister Where is your sister? <i>interrogative</i> Note: In reading the different kinds of sentences emphasize voice intonation.

ACTIVITY

1. Materials: Worksheet, pencils

Procedure:

Give the student a list of sentences. Have them draw one line under the subject and two lines under the predicate.

Example: Aunt Mary gave me a book.

2. Materials: Worksheet, pencils

Procedure:

Give students sentences with the complete predicate and have them provide the complete subject.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

- A. Recognize and write complete sentences (sentence pattern: subject - predicate)

ACTIVITY

Materials: Paper, pencils, chalk, chalkboard

Procedure:

On the board write groups of words, some of which are complete sentences.

Example:

- 1) He heard a strange noise in the basement.
- 2) Taking part in the class play.
- 3) Paul's favorite sports are skiing and swimming.
- 4) Although Tom was absent Tuesday.
- 5) He enjoyed the game, and as he left the park.
- 6) In spite of the rain, Sally walked home.
- 7) Do you think it will work.
- 8) Mary went to the show and ate some popcorn.

Please write the groups of words you see on the board. If a group of words expresses a complete thought, add whatever punctuation is necessary at the end of that sentence. If a thought is not complete, please complete it by adding appropriate words and punctuation.

Source: *Anchor*

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

- A. Recognize and write complete sentences (kinds - simple and compound)

AREA	ACTIVITY
Writing: Composing	1. Materials: Paper, pencils, chalk, chalkboard Procedure: Write a topic sentence on the chalkboard. Have the students write a paragraph using the topic sentence.
OBJECTIVE #4 The student will express himself effectively in writing	2. Materials: Paper, pencils Procedure: Have students write a paragraph giving directions. Use order words like first, next, then, after, and finally.
SPECIFIC SKILL (S) B. Write a well-organized composition	3. Materials: A picture, paper, pencils Procedure: Show the students a picture. Have them write a paragraph about the picture.

AREA	ACTIVITY
Writing: Composing	Materials: Pencils, mimeographed hand Procedure: Look carefully at your hands and find a scar. Draw the scar on a mimeographed hand. Then, inside the hand, tell the whole story of how you got the scar. If you do not have a scar, make up a good story about an imaginary scar.
OBJECTIVE #4 The student will express himself effectively in writing	
SPECIFIC SKILL (S) C. Write in modes (narrative mode)	

ACTIVITY

1. Materials: Paper, pencils

Procedure:

Describe a store in which you like to shop. First, try to picture in your mind then decide upon a topic sentence.

Example:

One or my favorite stores is _____.

or

_____ is the store in which I find anything I need.

Source: *Write to Read*

2. Materials: Paper, pencils

Procedure:

Imagine that you have just landed on a strange, unknown planet — a planet that is totally unlike anything that has ever been seen before. Describe what the planet is like.

Variation:

On separate sheet describe what, if anything, lives on the planet. Include small drawings in the margin.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

C. Write in modes (descriptive mode)

ACTIVITY

1. Expository:

Materials: Paper, pencils

Procedure:

The teacher needs to introduce the situation to the class.

Your city is planning a July 4th festival. The city mayor, Mr. Washington, has asked for your ideas on how to make the festival a success. You are going to write a letter to Mr. Washington explaining what you think would make the festival in the city fun for everyone.

2. Persuasive:

Materials: Paper, pencils

Procedure:

The teacher needs to introduce the situation to the class.

Ask the students to write a paragraph trying to convince their parents to let them have a pet.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

C. Write in modes (expository mode and persuasive mode)

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

D. Write in various forms (short story)

ACTIVITY

Story-Teller's Pen

1. Materials: Paper towel roll (or cardboard mailing tube), magic marker, construction paper, paper, pencils

Procedure:

Make a colorful, make-believe pen from a paper towel roll. Label it "Storyteller's Pen." Fill the "pen" with titles or topic sentences for stories. Students may select a slip of paper from the pen to use as a basis for an original story.



Source: *Horry County*

2. Materials: Index cards, paper, pencils

Procedure:

Divide the class into 5 groups. Pass out to each group 1 index card. On each card write:

1. Hero
2. Villain
3. Setting
4. Problem
5. Solution

Allow the students 5 minutes to discuss the cards with their group. Then ask them to write a story using the information on the cards as well as what was discussed in the group. After a given period time, students may share their stories with the group and entire class.

Example:

1. Hero - policeman
2. Villain - shoplifter
3. Setting - department store
4. Problem - something has been stolen
5. Solution? (do not write a solution on the index cards)

ACTIVITY**1. Friendly Letter**

Materials: Paper, pencils

Procedure:

Have children write a friendly letter to a classmate, a relative, a friend, or a favorite television character.

Note: Identify and discuss the parts of a friendly letter before you introduce an activity for letter writing.

Extension: The children might be interested in having Pen Pals.

2. Business Letter

Materials: Paper, pencils, catalog (store catalog)

Procedure:

Have students find something they would like to order from a catalog. Have them write a business letter requesting information concerning the object.

Source: *Kids N' Katalogs*

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

E. Write for practical purposes (friendly letters and business letters)

ACTIVITY

Materials: Paper, pencils

Procedure:

Have the students write a thank-you note for an imaginary gift they received from a friend, relative, etc.

Have students write a thank-you note to someone for something that person did for them during this year.

Variations: Ask students to write invitations to a party.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing

SPECIFIC SKILL (S)

E. Write for practical purposes (social writing - thank you notes)

LISTENING: INTERMEDIATE (4-5)

ACTIVITY

Note:

To initiate a good listening program, the curriculum must be designed to be interesting enough to hold pupils' attention.

- 1) Plan constantly changing, content-centered events.
- 2) Plan activities in which the amount of listening is not overpowering.
- 3) Plan for children to listen to each other.
- 4) Provide a comfortable atmosphere.

Examples:

Puppet/plays
Recordings
Films
Radio/Television

AREA

Listening: Behavior

OBJECTIVE #1

The student will exhibit good listening behavior

SPECIFIC SKILL (S)

- A. Demonstrate attention span appropriate for age level

ACTIVITY

Good Listener Behavior

Materials: Chart, magic marker

Procedure:

Many teachers find it helpful to post listening goals and rules on a chart (or bulletin board).

- 1) Listen to the person talking.
- 2) Look at the one who is talking.
- 3) Keep very quiet.
- 4) Stop what you are doing when someone speaks.
- 5) Wait to speak until everyone is ready to listen.
- 6) Think before talking.
- 7) Do not interrupt.

Source: *Improving Listening Skills*

AREA

Listening: Behavior

OBJECTIVE #1

The student will exhibit good listening behavior

SPECIFIC SKILL (S)

- B. Know when to listen and when to speak

AREA	ACTIVITY
Listening: Behavior	1. Materials: List of objects Procedure: Divide students into two groups. Rapidly read aloud a list of different objects. Include three or four different categories, such as toys and tools. One team could be asked to remember only the toys, another team to remember only the tools.
OBJECTIVE #1 The student will exhibit good listening behavior	2. Materials: List of short sentences Procedure: Ask students to listen for the frequency of a particular word, such as <i>the</i> or <i>a</i>. Source: <i>Improving Listening Skills</i>
SPECIFIC SKILL (S) C. Listen to and look at the person who is talking	

AREA	ACTIVITY
Listening: Speech Sounds	1. See Primary (1-3) for activity 2. The teacher, or some pupils, can make sounds, such as wrinkling paper, erasing the board, using the pencil sharpener, closing a desk drawer, etc., and other children who have had their eyes closed try to name the sounds.
OBJECTIVE #2 The student will differentiate sounds	Source: <i>Learning Activities for Reading</i> (Listening Section)
SPECIFIC SKILL (S) A. Recognize common sounds in the environment	

ACTIVITY

Materials: List of words

Procedure:

Read a list of words to the students. Require them to listen for words with certain initial consonants, final consonants, long vowels, short vowels, digraphs, blends, etc.

AREA

Listening: Speech Sounds

OBJECTIVE #2

The student will differentiate sounds

SPECIFIC SKILL (S)

- B. Differentiate consonant sounds
- C. and vowel sounds

ACTIVITY

1. **Materials:** List of words

Procedure:

Read aloud groups of words. Ask students to identify the word in the group that does not rhyme.

2. Divide the class into two groups. One group supplies a word. The second team supplies a rhyming word as quickly as possible.

AREA

Listening: Speech Sounds

OBJECTIVE #2

The student will differentiate sounds

SPECIFIC SKILL (S)

- D. Recognize rhyming words

AREA	ACTIVITY
Listening: Speech Sounds	Materials: List of sentences containing incorrect word usage. Procedure: Read aloud a sentence containing incorrect word usage. Ask the students to identify the mistakes and suggest a correct way of forming the sentence.
OBJECTIVE #2 The student will differentiate sounds	Examples: - He gone to the store. - Mary seen the dog. - Elephants is larger than tigers. - I has three brothers.
SPECIFIC SKILL (S) E. Recognize correct word usage and grammatical form	
AREA	ACTIVITY
Listening: Speech Sounds	- Have the students watch some cartoons or television program (e.g. Andy Griffith Show). Ask them to listen carefully for unconventional pronunciations and write them on a piece of paper so they can bring them to class. Discuss these pronunciations in class. - Materials: Basal readers, library books
OBJECTIVE #2 The student will differentiate sounds	Procedure: Read examples of unconventional pronunciations and dialects to students. Discuss the examples with the class. Note: Adopt these activities to Reading/Literal Comprehension (Skill G)
SPECIFIC SKILL (S) F. Recognize use of unconventional pronunciations and G. Recognize use of dialects	

ACTIVITY

The teacher can make a tape of a list of similarly pronounced words. (e.g. won't, want; pen, pin). Have the students listen and distinguish between the pairs of words. This can be done verbally or in writing.

AREA

Listening: Speech Sounds

OBJECTIVE #2

The student will differentiate sounds

SPECIFIC SKILL (S)

H. Distinguish between sounds in closely pronounced words

ACTIVITY

Materials: Index cards, pencils

Procedure:

Keep a set of cards on which you have listed several groups of three, four, or five directions. For example:

- Open the door
- Twirl around 4 times
- Give a ruler to Bill
- Say the first 5 letters of the alphabet
- Cough

Ten minutes before the end of a period, recess, or lunch, give orally a set of directions to one or more students. Vary the number of directions and the complexity according to an individual's ability. Do this often during the year so that you may progress toward giving more complex directions, thereby sharpening your students' listening skills.

Source: *Kids' Stuff*

AREA

Listening: Literal Listening

OBJECTIVE #3

The student will listen literally

SPECIFIC SKILL (S)

A. Follow oral direction

AREA	ACTIVITY
Listening: Literal Listening	1. Materials: Short stories, chalk, chalkboard Procedure: Read a story to the students. Have students discuss the details. List the details on the chalkboard.
OBJECTIVE #3 The student will listen literally	2. Materials: Short newspaper articles Procedure: Have a student read a short article to another student. The second student repeats the item to a third one and so on. When the fifth or sixth student has heard the information, have him repeat it to the class. Reread the article and compare the information.
SPECIFIC SKILL (S) B. Listen for details	Source: <i>Newberry County Guide</i>

AREA	ACTIVITY
Listening: Literal Listening	1. <i>I'm Going to California</i> Materials: None Procedure:
OBJECTIVE #3 The student will listen literally	Start this game by saying, "I'm going to California and I am going to take a <i>comb</i>. (Any object may be named, or the teacher may suggest fruits, products, food, and so on.) The second person says, "I'm going to California and I am going to take a <i>comb</i> and an <i>apple</i>. The third person repeats the two items and adds his own. Decide how many items are maximum for your group and start anew after five or six. Variation: You could take a trip to the state capitals: "I'm going to Columbia, South Carolina," and so on.
SPECIFIC SKILL (S) C. Listen for sequence	Source: <i>Improving listening Skills</i> 2. Materials: Short stories Procedure: Read a story to the students and have them relate the events in correct sequence.

ACTIVITY

1. Materials: Worksheet, paragraphs

Procedure:

Prepare a dittoed worksheet for each student. The worksheet should contain a number of best choices of main ideas for a series of paragraphs. Read the paragraphs to the class, which then selects the best choice and discusses why the other choices are not suitable. Reasons could be: too general, too specific, etc.

2. Read a short selection and have children suggest a title.
3. A well-written paragraph usually has the main idea stated in a topic sentence. Have someone read some paragraphs aloud to the class. Ask the students to listen for the topic sentence in each paragraph.

AREA

Listening: Interpretive/Critical

OBJECTIVE #4

The student will listen interpretively/critically

SPECIFIC SKILL (S)

A. Listen for main idea

ACTIVITY

1. Materials: Series of paragraphs

Procedure:

Read a series of paragraphs (or dialogue) after which the students indicate what might happen next, the mood, the type of speaker and so on.

Source: *Improving Listening Skills*

2. Read a selection to the class. Do not read the ending. Have the children discuss the selection and decide on an ending.

AREA

Listening: Interpretive/Critical

OBJECTIVE #4

The student will listen interpretively/critically

SPECIFIC SKILL (S)

B. Make inferences about passages read aloud

AREA	ACTIVITY
Listening: Interpretive/Critical	Materials: Short stories, tape recorder Procedure: Read a story to the students. After discussing the story, have the students retell the story orally or use a tape recorder.
OBJECTIVE #4 The student will listen interpretively/critically	
SPECIFIC SKILL (S) C. Listen to summarize	

AREA	ACTIVITY
Listening: Interpretive/Critical	1. Read aloud a sentence in which a certain word has been omitted. Have the student provide a suitable word. 2. Read the beginning of sentences to students and have the endings supplied by them. Example: I planned to go to the show last night, but _____.
OBJECTIVE #4 The student will listen interpretively/critically	3. When a sentence containing an unfamiliar word is read to the class, students are asked to discuss the meaning as derived from context clues.
SPECIFIC SKILL (S) D. Use context clues in listening	

SPEAKING: INTERMEDIATE (4-5)

ACTIVITY	AREA
Materials: Library books Procedure: Ask each student to select a simple book and read it silently. After silent reading to learn the story and all words in it, the student practices reading the story orally several times. Arrange for him to read the story to some children of first-or-second grade level. Variation: Student may tape his reading of the story. He can listen to the tape to see if he uses correct volume, rate, pitch and articulation.	Speaking: Delivery OBJECTIVE #1 The student will develop effective techniques of expression SPECIFIC SKILL (S) A. Use verbal skills expressively

ACTIVITY	AREA
<i>Charades</i> Material: Paper Procedure: Divide the class into 2 teams. Each member is given a slip of paper with the title of a story or name of a character with which the class is familiar. Each member acts out the title or name using gestures. Timekeeper keeps note of the time taken for other team members to guess the correct title or name. Team with the least number of minutes wins the game. Variations: Instead of titles, the paper can contain a "feeling." The child must pantomime a "feeling of happiness, sadness, excitement, fear, etc.	Speaking: Delivery OBJECTIVE #1 The student will develop effective techniques of expression SPECIFIC SKILL (S) B. Use nonverbal skills

AREA	ACTIVITY
Speaking: Informal Expression	Materials: Posterboard (chart paper), magic marker Procedure: Use a piece of posterboard. Label it "New Words." Place the poster where it is available so the students may add new words and also where it frequently comes into view of the student. Discuss the new words at the end of each day.
OBJECTIVE #2 The student will express himself effectively in informal situations	Extension: Several charts may be worked on simultaneously in all content areas.
SPECIFIC SKILL (S) A. Increase oral vocabulary	

AREA	ACTIVITY
Speaking: Informal Expression	1. Procedure: Have students describe an object or another student in the class and let the class guess who or what it is. Example: "It is a girl. Her eyes are green. Her hair is brown. She is wearing a blue skirt. Who is she?"
OBJECTIVE #2 The student will express himself effectively in informal situations	Require that the description and the guess contain complete sentences.
SPECIFIC SKILL (S) B. Express ideas in complete sentences	2. Materials: Chalk, chalkboard Procedure: Decide upon a title for a story with the students. Have them tell orally what events happen in the story, using complete sentences. Write the sentences on the board. When the story is finished, have a student read the whole story.

ACTIVITY

Materials: Cardboard boxes, crayons, yarn

Procedure:

Have students draw a picture of a citizen's band (CB) radio on the side of the boxes and use the yarn to connect the radio to a microphone (also made from cardboard). Students may position themselves around the classroom and carry on a conversation with each other through their radios. They may take turns talking about selected topics.

Note: Students may select their own radio call letters and broadcasting names (handles).

Source: *Kids N' Katalogs*

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

C. Develop effective conversation skills

ACTIVITY

Materials: 2 toy telephones

Procedure:

After students are instructed in the proper use of the telephone, practice courtesy, how to dial, taking messages, and emergency situations using the two toy telephones.

Note: Southern Bell provides a kit for the correct use of the telephone. It includes a film, filmstrips, directions, and telephones. The kit is entitled "Telezonia."

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

D. Use telephone properly

AREA	ACTIVITY
Speaking: Informal Expression	Note: Discuss different types of emergency situations with students. Emphasize the importance of summarizing quickly and accurately. Examples: a. A call to the fire department to report a fire. b. A call to the police to report an accident.
OBJECTIVE #2 The student will express himself effectively in informal situations	
SPECIFIC SKILL (S) E. Express himself in emergency situations	

AREA	ACTIVITY
Speaking: Informal Expression	Procedure: Provide the students with places and situations where introductions are needed. Example: - at a party - at a social function - at a meeting
OBJECTIVE #2 The student will express himself effectively in informal situations	Give characters names to fit the situation. Students do this before the rest of the class. Source: <i>Newberry Guide</i>
SPECIFIC SKILL (S) F. Make proper introductions	

ACTIVITY

1. See Primary activities (1-3) for this skill
2. Provide situations in which children are allowed to ask or answer questions. At this level many children are still confusing this skill by relating personal experiences instead of asking or answering questions.

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

G. Ask/answer questions properly

ACTIVITY

Materials: File box, index card

Procedure:

Have the students participate in discussions emphasizing courtesy and consideration of the viewpoints of others. When a topic is being discussed remind the class that they should be prepared to listen, speak, and learn. A topic for discussion should have information available and be of need or interest to the group.

Example:

Have topics on cards. Let the class choose one topic and discuss it. A lead off person should be chosen for each discussion.

Source: *Newberry County Guide*

ACTIVITY

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations

SPECIFIC SKILL (S)

H. Participate in group discussions

AREA	ACTIVITY
Speaking: Formal Expression	1. Materials: Library resource books Procedure: Have the student prepare and organize material for an oral report. The report should include an introduction, a well-organized and developed body, and a summary of important items. The student should stand in front of the class to present the report. Note: This can be adapted for oral book reports.
OBJECTIVE #3 The student will express himself effectively in formal situations	2. Procedure: Student gets an idea (topic) from the file box or folder. He is given time to prepare a presentation. The oral presentation may vary in length and method. (It can be a speech, story, puppet play, etc.)
SPECIFIC SKILL (S) A. Give an oral presentation	Source: <i>Horry County Guide</i>

REFERENCE/STUDY/MEDIA: INTERMEDIATE (4-5)

ACTIVITY

Given a map of the center, the student will indicate the following sections of the center.

1. fiction and nonfiction books
2. reference area
3. audiovisual materials area
4. equipment storage area
5. card catalog
6. leisure reading and browsing area

Source: *On Matters of Media*

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedures of the media center

SPECIFIC SKILL (S)

A. Participate in Media Center tour

ACTIVITY

Materials: Stencil (poem)

Procedure:

Read the poem "Being Nice" to the students. Then discuss media center manners.

Note: See appendix for a copy of the poem "Being Nice."

Source: *Eureka*

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedures of the media center

SPECIFIC SKILL (S)

B. Exhibit acceptable media center behavior and awareness of rules and procedures

AREA	ACTIVITY
Reference/Study/Media	Materials: Paper, pencils Procedure: Have each student write a first-person story pretending he is a new book, magazine, record, or filmstrip. He is to tell his adventures and narrow escapes.
OBJECTIVE #1 The student will become familiar with the physical setting and procedures of the media center	
SPECIFIC SKILL (S) B. Exhibit acceptable media center behavior and awareness of rules and procedures	

AREA	ACTIVITY
Reference/Study/Media	In order to learn to check out materials independently, children should develop the ability to: 1. Determine from the title of the book if it contains needed information. 2. Use the table of contents in locating information. 3. Use chapter and section headings. 4. Use parts of books and magazines. 5. Use reference materials. 6. Learn to use the authors' names. 7. Use pictures and captions.
OBJECTIVE #1 The student will become familiar with the physical setting and procedures of the media center	See Appendix for book lists.
SPECIFIC SKILL (S) C. Check out materials independently	

ACTIVITY

Materials: Activity sheets, pencils, magazines

Investigate a Magazine

Duplicate or laminate an activity sheet similar to the following for students to use in examining a magazine.

Select a magazine.

Examine the magazine and fill in the following information:

Name of magazine _____

Does the magazine have a table of contents? _____

Are the contents listed by departments? _____

What kinds of reading (department headings) are contained in the magazine? _____

Does the magazine have an index? _____

How often is it printed? _____

What is the copyright date? _____

What is the cost of a single copy? _____

What is the cost of a yearly subscription? _____

What would you pay for this magazine if you lived in Canada? _____

The person in charge of writing and publishing a magazine is called an editor.

Who is the editor of this magazine? _____

Volume: All copies of a magazine published during one year.

What is the volume of your magazine? _____

Number: Each copy of a magazine is numbered beginning with 1 for the first copy of the year, 2 the next, etc.

What is the number of your magazine? _____

In some periodicals the numbering of the pages is continuous for the entire year. Is the paging continuous in this magazine? _____

Look at several articles within the magazine. Does every article have an author? _____

Write the title and author of one article. _____

Write the title of one article that does not give an author. _____

Do the articles that do not give an author belong to any particular department? _____ If so, what department? _____

Source: *On Matters of Media*

AREA

Reference/Study/Media

OBJECTIVE #2

The student will recognize and use materials appropriate to complete tasks

SPECIFIC SKILL (S)

A. Apply skills of using parts of books and magazines

AREA	ACTIVITY
Reference/Study/Media	1. Materials: Set of sample catalog cards, tagboard, yarn, brads, felt tip pen Procedure: Mount a sample catalog card on tagboard. The student is to match the parts of the card with the terms printed on the tagboard (author, title, publisher, copyright date, place of publication, number of pages, etc.) using yarn and brads.
OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks	2. Materials: Pencils, paper Procedure: Given a title of a book the student will locate the title card in the card catalog, copy the call number, and locate the book on the shelf. Source: <i>On Matters of Media</i>
SPECIFIC SKILL (S) B. Demonstrate use of card catalog and classification system	3. Use transparency from <i>Library Reference Skills</i>; a Transparency Program or make your own transparency. TO TEACH STUDENTS THE Parts of a catalog card. Source: <i>Library Reference Skills; a Transparency Program</i> 4. Give students "Label-a-Card" worksheets for testing. Source: <i>Library Skills 'n Drills</i> 5. Use "Card Fill-in" Source: <i>Library Skills 'n Drills</i> 6. "Dewey Search" Source: <i>Library Skills 'n Drills</i> 7. "Dewey Wheel" Source: <i>Library Skills 'n Drills</i> 8. "Dewey Did It" Source: <i>Library Lingo</i> 9. "Dewey Rearrange" Source: <i>Library Skills 'n Drills</i>

ACTIVITY

1. Set up a center for use with "Global Predictions."
Source: *Library Lingo*

2. What's New

Materials: Daily newspaper, worksheets, pencils

Procedure:

Give students a copy of the daily newspaper and a list of questions which require the student to read many different parts of a newspaper. Questions such as these could be used:

Example:

What is today's biggest news story?

What is today's weather forecast?

What could you buy on sale in a store downtown?

Summarize today's "Peanuts" comic strip.

Source: *On Matters of Media*

3. Materials: Telephone directories, set of task cards, pencils, paper

Procedure:

Provide a telephone directory and a set of task cards with questions which could be answered using the directory.

Example:

What number would you dial if your house was on fire?

What are the guide words on page 195?

What is the telephone number of the National Linen Service?

Source: *On Matters of Media*

4. Materials: Timetables

Procedure:

Provide students with a timetable. Discuss the table with the children. Transportation schedules would be useful.

5. Materials: Construction paper, felt tip pens

Procedure:

Have students make a calendar for themselves for the entire year. They should include illustrations and any dates with special meaning to them.

AREA

Reference/Study/Media

OBJECTIVE #2

The student will recognize and use materials appropriate to complete tasks

SPECIFIC SKILL (S)

- C. Use reference materials independently

AREA	ACTIVITY
Reference/Study/Media	1. Materials: Short articles, pencils Procedure: Duplicate a short article for each student. Make a transparency of the article. Main ideas are underlined on the individual papers. As a class, the main ideas are then written into notes, and the notes are then formed into an outline. A very short report is written on the subject. Source: <i>On Matters of Media</i>
OBJECTIVE #3 The student will utilize sources available in media center, demonstrating their ability to organize, interpret and critically evaluate these data for personal and classroom experience	2. The students are going to write a report about a state which they will have to research and take notes. They can use a special notebook or note cards. Suggest they gather information from at least three sources — perhaps one book, a newspaper and one magazine. In order to make the report more specific, assign topics for the children to research about the states. The topics could include a biography of a famous person from that state, an interesting fact of the state's history or a description of the manufacturing of a product. A poster could also be included with the written report.
SPECIFIC SKILL (S) A. Read for a definite purpose	
AREA	ACTIVITY
Reference/Study/Media	Refer to Primary (1-3) Activities. The specific skill is <i>use basic study techniques</i> See appendix for <i>SO3R Method</i>
OBJECTIVE #4 The student will organize information for studying	
SPECIFIC SKILL (S) A. Use basic study techniques	

ACTIVITY

1. Discuss the types of questions with students and do examples together at the chalkboard.
2. Provide students with a chance to answer various types of test questions.

Examples:

Fill in the blanks
Matching
Multiple choice
Simple essay

AREA

Reference/Study/Media

OBJECTIVE #4

The student will organize information for studying

SPECIFIC SKILL (S)

B. Apply test-taking strategies

ACTIVITY

Note: The use of equipment is learned most successfully through hands on experience.

Equipment:

Filmstrip viewer
Slide viewer
Filmstrip projector
Opaque projector
Overhead projector
Record player
Cassette tape player/recorder
16mm projector

Procedure:

Plan workshop set-ups so students move from one piece of equipment to another with proper supervision.

AREA

Reference/Study/Media

OBJECTIVE #5

The student will organize and use print and non-print media

SPECIFIC SKILL (S)

A. Use audiovisual and video equipment

AREA	ACTIVITY
Reference/Study/Media	1. Make puppet/plays 2. Make sound filmstrip and slide presentations Materials: Clear acetate, felt tip pens, mimeographed guide for determining the size of the frames, scotch tape or clear plastic spray, cardboard frames (may be purchased at camera supply stores), iron
OBJECTIVE #5 The student will organize and use print and non-print media	SLIDE SHOWS Ask students to present a slide show. This can be done using several basic ideas. Handmade slides may be used to illustrate a story, poem, or musical selection. Slides might also be used in planning and in follow-up discussions of field trips. Give students clear acetate, felt-tip pens, and a mimeographed guide for determining the size of the frames. Pictures are drawn and covered with scotch tape or clear plastic spray. Cut frames apart, insert into cardboard frame (which may be purchased at camera supply stores), and seal with an iron. This can be done in four steps or by four groups working together.
SPECIFIC SKILL (S) B. Design, produce and present a media project to facilitate communication	1. Draw pictures on paper in order (storyboard) 2. Draw pictures on acetate 3. Apply colors and mount 4. Arrange slides, add narration, and show program The same procedure is appropriate for producing handmade transparencies. Source: <i>On Matters of Media</i>
AREA	ACTIVITY
Reference/Study/Media	1. Provide students with opportunities to see Educational Television programs in the classroom. Programs are presented in all content fields (Refer to ETV Guides.) 2. Watch special events, such as the launch of the Space Shuttle. As you watch them together, discuss the effect this might have on society.
OBJECTIVE #6 Analyze print/non-print media and their unique effect on audience	3. Listen to Instructional Radio programs. (Guides are available.) 4. Films and filmstrips are kept in the Media Center. These can be used to introduce or reinforce concepts the students are being taught.

CREATIVE IDEAS

The Writing Committee chose to include in the guide only those skills that can be measured in behavioral terms. The committee realizes that there are many creative and appreciative skills in all areas of the LAC that cannot be measured. We have included in this section some activities that will help develop those skills.

ACTIVITY

1. Use recordings and "live" music with children to help them experience mood, form and rhythm. Let them respond to the mood and rhythm in movement. Ask the children how the music made them feel?
2. Let them experience classical music which has a story theme such as "Peter and the Wolf." Familiarize the children with the theme before listening to it the first time. Follow up by discussing how the sounds describe the animals.

AREA

Primary
Listening (creative)

OBJECTIVE

The student will listen appreciatively and creatively

SPECIFIC SKILL (S)

Listen to music for enjoyment

ACTIVITY

See appendix for list of preferred books for the primary grades. Try to read to children every day. This can be the most enjoyable time of the day.

Additional suggestion:

Use a listening center equipped with tape recorder or record player and head phones. Recordings of music, stories and poetry accompanied with books make this a most enjoyable learning experience.

AREA

Primary
Listening (creative)

OBJECTIVE

The student will listen appreciatively and creatively

SPECIFIC SKILL (S)

Listen to poetry, stories, and other readings and recordings for enjoyment

AREA	ACTIVITY
Primary Listening (creative)	Read the story "Blueberries for Sal" by Robert McClosky. Help the children to use their senses to imagine how good the blueberries tasted. Read "Where the Wild Things Are" by Maurice Sendak. This story visualizes the kinds of dreams most children have experienced. They can easily identify with the feelings the child in the story has and verbalize some of their own.
OBJECTIVE The student will listen appreciatively and creatively	
SPECIFIC SKILL (S) Visualize images created through sensory and figurative language	

AREA	ACTIVITY
Primary Listening (creative)	On a rainy day, have the children listen closely to the sounds they hear the rain making. Help the children to give "names" to the sounds they hear. Tell them the words resemble the sound. (Example: drip, splash) Write the words on the chalkboard. Let them add other sounds they have heard the rain make — loud and soft sounds. Help them to compose a class poem using these sounds.
OBJECTIVE The student will listen appreciatively and creatively	
SPECIFIC SKILL (S) Receive inspiration for creative work	

ACTIVITY

For young children, spontaneous role playing is more effective. After reading a story, let the children play it out. After deciding on the characters, help the children to "feel into the story" by saying "What happened first?" and "Then what happened?" Help them to feel *natural* and *uninhibited* and use their own dialogue instead of trying to remember exactly what was said in the story. Do *not* correct unless the children get "off track." As long as they follow the general theme of the story, let them proceed.

AREA

Primary
Speaking: Creative Interpretation

OBJECTIVE

The student will demonstrate use of creative expression

SPECIFIC SKILL (S)

Use role playing in dramatic expression

ACTIVITY

Teach children how to use a variety of vocal sounds in music other than words. Example: Grunt, click, hiss, etc.

Children can also create their own music and lyrics with a teacher's help. Give examples by making up one-line original songs or simple rhythms that children create in their play. Children can suggest different words to music, different music to words or different rhythm patterns. A climate of acceptance and approval motivates creativity.

AREA

Primary
Speaking: Creative Interpretation

OBJECTIVE

The student will demonstrate use of creative expression

SPECIFIC SKILL (S)

Express himself through music

AREA Primary Speaking: Creative Expression	ACTIVITY Use stories in basal readers which are written in play form. After reading the play all the way through, assign parts and let the children "practice" the facial gesture and movement for a particular character. Refer also to <i>Peabody Language Development Kit</i>
OBJECTIVE The student will demonstrate use of creative expression	
SPECIFIC SKILL (S) Use facial gestures and movement in expression	
AREA Intermediate Writing: Composing/Creative	ACTIVITY Materials: Paper, pencils Procedure: Have students create advertising jingles for imaginary products (rhymed jingles and phrases)
OBJECTIVE The student will express himself effectively in writing	
SPECIFIC SKILL (S) Jingles	

ACTIVITY

Materials: Paper, pencils overhead projector, examples of Haiku

Procedure:

Show students several examples of Haiku poetry (using overhead projector).
Let them discover the syllabic pattern in Haiku:

Line 1 - 5 syllables

Line 2 - 7 syllables

Line 3 - 5 syllables

Also stress that the subjects in the poems are often involved with nature or beauty. Have the students write an original form of Haiku.

AREA

Intermediate
Writing: Composing/Creative

OBJECTIVE

The student will express himself effectively in writing

SPECIFIC SKILL (S)

Haiku

ACTIVITY

Materials: Paper, pencils, chalk, chalkboard

Procedure:

Write the characteristics of limericks.

- 1) There are 5 lines.
- 2) Lines 1, 2, and 5 rhyme.
- 3) Lines 3 and 4 rhyme.

Have students write animal limericks.

Example:

There once was a dog
Who acted like a hog.
He ate everything in sight
Blew up like a kite
And wondered why he felt like a log.

Source: *Horry County*

AREA

Intermediate
Writing: Composing/Creative

OBJECTIVE

The student will express himself effectively in writing

SPECIFIC SKILL (S)

Limericks

AREA	ACTIVITY
Intermediate Writing: Composing/Creative	Materials: Display of discarded materials from Christmas (optional), paper, pencils Procedure: Have students look at the display of discarded Christmas materials, the "throw away" parts of Christmas — used pieces of gift-wrapping paper, envelopes that brought cards, a candle stub, turkey bones, boxes, a wreath, etc. Have students imagine that they are one of these Christmas discards. Ask: "How would you feel after the holidays?" Have them write about their feelings.
OBJECTIVE The student will express himself effectively in writing	Source: <i>The Desperation Day Book</i>
SPECIFIC SKILL (S) Expression of feelings through use of personification	

AREA	ACTIVITY
Intermediate Writing: Composing/Creative	Materials: Library books containing fables Procedure: Discuss the following characteristics of a fable: - short story - involves animals that talk - presents a conflict situation between two characters - resolves the conflict in some way - resolution teaches a moral or a lesson - moral is usually stated specifically
OBJECTIVE The student will express himself effectively in writing	Let students take turns reading a fable (by Aesop or from other books) to the class. Extension: Ask students to write an original fable which teaches some kind of a lesson.
SPECIFIC SKILL (S) Writing fables	Source: <i>Kids' Stuff</i>

ACTIVITY

Materials: books containing Tall Tales/Legends, pencils, paper

Procedure:

Read some commonly known Tall Tales/legends to the class and discuss the subjects and purposes of this kind of literature:

"How the Elephant Got His Trunk"

"Paul Bunyan"

"Pecos Bill"

Ask students to suggest ideas for topics for writing their own Tall Tales/Legends. Encourage their "contemporary" suggestions.

Examples: "The legend of Mr. Magoo"

"Where the Beatles Got Their Beat"

Compile the Tall Tales/legends into a class scrapbook.

Source: *Kids' Stuff*

AREA

Intermediate
Writing: Composing/Creative

OBJECTIVE

The student will express himself effectively in writing

SPECIFIC SKILL (S)

Writing Tall Tales/Legends

AREA

Intermediate
Writing Composing/Creative

OBJECTIVE

The student will express himself effectively in writing

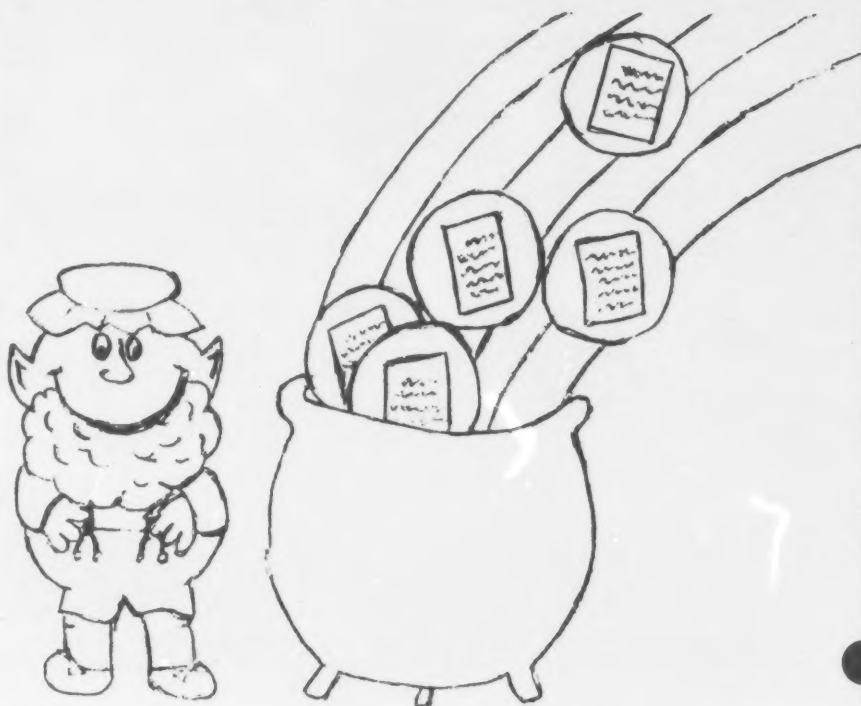
SPECIFIC SKILL (S)

Write original short stories

ACTIVITY

1. Rainbows End

Note: Bulletin Board as well as creative activity.



Have students write what they dream of finding at the end of their rainbow.

2. Mimeograph an original selection of sentences following the format:
- If I were a bird I would be a _____.
Why?
 - If I were a T.V. program I would be _____.
Why?

Encourage children to answer why in one *complete* sentence.

Variation: use food, animals, songs, sayings, etc.

ACTIVITY	AREA
Materials: Short stories, poems Procedure: Read aloud sentences, short stories, or poems that appeal to one or more of the senses. Discuss with the children the senses to which the appeal is made. Source: <i>Improving Listening Skills</i>	Intermediate Listening: Creative Listening
	OBJECTIVE The student will listen appreciatively and creatively
	SPECIFIC SKILL (S) Form sensory images from oral language
ACTIVITY	AREA
1. Materials: Recordings, recorder player, tape recorder Procedure: To develop appreciative listening the teacher can play records or tapes of music, poetry, and stories.	Intermediate Listening: Creative Listening
2. Materials: Library books Procedure: Read interesting library books aloud to students.	OBJECTIVE The student will listen appreciatively and creatively
	SPECIFIC SKILL (S) Listen to music, poetry, and stories for enjoyment

AREA	ACTIVITY
Intermediate Listening: Creative Listening	Materials: Tape recorder, tapes Procedure: Record conversations that illustrate changes in emotions and moods. Play the conversations for the students. Have them comment as they listen. The comments may be sad, happy, hysterical, angry, mad, apologetic.
OBJECTIVE The student will listen appreciatively and creatively	Source: <i>Improving Listening Skills</i>
SPECIFIC SKILL (S) Sense emotions and moods in a selection	
AREA	ACTIVITY
Intermediate Speaking: Creative Interpretation	Materials: Paper bags, crayons, construction paper, scissors, paste Procedure: Have some students perform a play. Let them make paper bag puppets to illustrate the characters they are portraying. Have them memorize the lines and give the play for the class.
OBJECTIVE The student will demonstrate use of creative expression	Ask students to act out the main events of a story.
SPECIFIC SKILL (S) Use of role playing	

ACTIVITY

Material: Poetry books

Procedure:

Have the students participate in unison reading of any poetry or other literature lending itself to group interpretation.

AREA

Intermediate
Speaking: Creative Interpretation

OBJECTIVE

The student will demonstrate use of creative expression

SPECIFIC SKILL (S)

Use of choral reading

ACTIVITY

Materials: Records and tapes, record player, tape recorder

Procedure:

Bring several records or tapes representing different types of music and instruments. Play a selection asking the students to associate the music with a place. Choose other selections for association with colors, moods, sounds, actions or feelings. Provide opportunity for students to share impressions orally.

AREA

Intermediate
Speaking: Creative Interpretation

OBJECTIVE

The student will demonstrate use of creative expression

SPECIFIC SKILL (S)

Express orally feelings and ideas stimulated by music

APPENDIX 1-5

INTEGRATED LESSON PLAN (Elementary)

Objective: The student will compose a poem and make a color-lift slide about the sounds of rain.

LISTENING	SPEAKING	WRITING	READING	REFERENCE/STUDY/MEDIA
Materials: Reading books Procedure: Read the poem "Sounds of Water" by Mary O'Neill from the <i>Tapestry</i> reading book. Students' books should be closed. Prepare them for the reading. Tell them to try to "see" what the water is doing as it makes different sounds. Discuss the poem with the students afterward.	Materials: None Procedure: Talk with the students about how the words for sounds and the sound itself are very similar. Let them think of sounds that they hear when it's raining. Call attention to the different moods presented when the rain is quiet as compared to when it is very noisy. Let them verbalize the soft sounds, medium sounds and very loud sounds.	Materials: Chalk and Chalkboard Procedure: Write the words and phrases the children have verbalized on the chalkboard. Say: "Pretend that there is a thunderstorm. Which words make the sounds we hear? Let's write a poem about these sounds. How can we say it? Do some of them sound like other things we know about?" Help the children to put their ideas into writing. Continue with the medium sounds and soft sounds. After the poem is written make a ditto master so that each child can have a copy.	Materials: Copies of poems about rain Procedure: Read some of the poems to the children. Place the books in the Reading Center for the children to read for enjoyment. Make sure "their" poem is also displayed.	Materials: Clear contact paper, small pictures about rain, slide mounts Procedure: Follow directions given for making color-lift slides in the Media section of this book (Media Skill D). Allow each child to choose a picture and complete a slide. When completed, use the slides to illustrate the poem which the children have written. Let them show the slides and read the poem to another class.

INTEGRATED LESSON PLAN (Elementary)

Objective: The student will increase his knowledge of family life and the class will have a film strip about its own families.

LISTENING	SPEAKING	WRITING	READING	REFERENCE
Materials: Book Procedure: Read about families in other lands.	Materials: Recorder Procedure: Talk about family members and what each does within the family onto tape recorder.	Materials: Clear acetate, transparency and overhead Procedure: Children will write down feeling words which depict their family. If ability allows put on 2 x 6 strips of transparent material and use overhead to put words in alphabetical order.	Materials: Filmstrip Procedure: On the viewer put a filmstrip about families. Many children will be able to read the words.	Materials: Thermal transparency and overhead Procedure: How to make filmstrip: 1. Divide 8 x 10 paper into 4 parts and allow children to draw their family and sign his or her name. You will need the same amount of squares as children. 2. Use thermal transparency and run it through a Thermo-Fax. 3. Cut the pictures apart and tape them together end to end (children may color the transparency with Vis-a-Vis pens). 4. Use overhead to show filmstrip to class.

DOLCH 220 BASIC SIGHT VOCABULARY

Preprimer	Primer	First Grade	Second Grade	Third Grade
1. a	1. all	1. after	1. always	1. about
2. and	2. an	2. again	2. around	2. better
3. away	3. are	3. an	3. because	3. bring
4. big	4. at	4. any	4. been	4. carry
5. blue	5. ate	5. as	5. before	5. clean
6. can	6. be	6. ask	6. best	6. cut
7. come	7. black	7. by	7. both	7. done
8. down	8. brown	8. could	8. buy	8. draw
9. find	9. but	9. every	9. call	9. drink
10. for	10. came	10. fly	10. cold	10. eight
11. funny	11. did	11. from	11. does	11. fall
12. go	12. do	12. give	12. don't	12. far
13. help	13. eat	13. going	13. fast	13. full
14. here	14. four	14. had	14. first	14. got
15. I	15. get	15. has	15. five	15. grow
16. in	16. good	16. her	16. found	16. hold
17. is	17. have	17. him	17. gave	17. hot
18. it	18. he	18. his	18. goes	18. hurt
19. jump	19. into	19. how	19. green	19. if
20. little	20. like	20. just	20. its	20. keep
21. look	21. must	21. know	21. made	21. kind
22. make	22. new	22. let	22. many	22. laugh
23. me	23. no	23. live	23. off	23. light
24. my	24. now	24. may	24. or	24. long
25. not	25. on	25. of	25. pull	25. much
26. one	26. our	26. old	26. read	26. myself
27. play	27. out	27. once	27. right	27. never
28. red	28. please	28. open	28. sing	28. only
29. run	29. pretty	29. over	29. sit	29. own
30. said	30. ran	30. put	30. sleep	30. pick
31. see	31. ride	31. round	31. tell	31. seven
32. the	32. saw	32. some	32. their	32. shall
33. three	33. say	33. stop	33. these	33. show
34. to	34. she	34. take	34. those	34. six
35. two	35. so	35. thank	35. upon	35. small
36. up	36. soon	36. them	36. us	36. start
37. we	37. that	37. then	37. use	37. ten
38. where	38. there	38. think	38. very	38. today
39. yellow	39. they	39. walk	39. wash	39. together
40. you	40. this	40. were	40. which	40. try
	41. too	41. when	41. why	41. warm
	42. under		42. wish	
	43. want		43. work	
	44. was		44. would	
	45. well		45. write	
	46. went		46. your	
	47. what			
	48. white			
	49. who			
	50. will			
	51. with			
	52. yes			

INSTANT WORD LIST

These 300- Instant Words are based on a research list of five million running words by Carroll, Davies and Richman. These five million running words were taken from approximately 10,000 samples of 500 words each in seventeen different curriculum areas in grades three through nine, plus magazines, fiction, and non-fiction books.

One-half of all written material in English is composed of the first hundred instant words and their variants (s, ed, ing). The first ten words alone make up approximately twenty-four percent of all written material. The first 300 words make up sixty-five percent of most words written in English.

These 300 words are for beginning readers of any age; 6, 7 and 8 year olds in first, second, and third grades, remedial students in middle or secondary school, and adult functional illiterates.

These 300 Instant Words are the most frequently occurring English words in rank order of importance.

FIRST HUNDRED

By: Edward Fry

SECOND HUNDRED

By: Edward Fry

The list has been removed because of copyright restrictions

¹ Sakiey, Elizabeth, and Fry, Edward, 3,000 Instant Words. Highland Park, New Jersey: Drier Educational Systems, Inc., 1979.

THIRD HUNDRED
By: Edward Fry

² Carroll, John B.; Davies, Peter; & Richman, Barry. *The American Heritage Word Frequency Book*. Boston: Houghton Mifflin, 1971.

SUGGESTIONS FOR USING SOUTH CAROLINA WORD LIST:

1. Diagnostic Purposes
 - Teacher/pupil
 - Pupil/pupil
2. Flash Cards
 - Words
 - Sentences
3. Language Master
4. Experience Stories
5. Charts and Posters
6. Word Bank
 - Word file
 - Notebook of words
7. Card Games (Bingo, Concentration)
8. Vocabulary Growth

These suggested book lists are not mandatory. They have been placed in the guide for your convenience. The teacher must decide which books are appropriate for his class.

SUGGESTED BOOKS FOR CHILDREN

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
Agostinelli, Maria Enrica	<i>I Know Something You Don't Know</i>	5-8
Alexander, Anne	<i>ABC of Cars and Trucks</i>	3-5
Alexander, Martha	<i>Nobody Asked Me If I Wanted a Baby Sister</i>	3-6
	<i>Out! Out! Out!</i>	5-7
	<i>I'll Protect You From the Jungle Beasts</i>	3-6
	<i>My Mean Old Mother Will Be Sorry</i>	3-6
Anglund, Joan Walsh	<i>Nibble, Nibble Mousekin</i>	3-6
	<i>A Friend is Someone Who Likes You</i>	3-6
Ardizzone, Edward	<i>The Wrong Side of the Bed</i>	4-7
Asbjornsen, P. C. and J. E. Moe	<i>The Three Billy Goats Gruff</i>	3-6
Averill, Esther	<i>Jenny's Birthday Book</i>	5-7
Babbitt, Natalie	<i>The Something</i>	5-7
Baer, Edith	<i>The Wonder of Hands</i>	4-8
Bailey, Carolyn	<i>The Little Rabbit that Wished for Red Wings</i>	4-6

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
Bate, Norman	<i>Who Built the Bridge?</i>	5-7
Baum, Arline & Joseph	<i>One Bright Monday Morning</i> (Chant for Spring)	3-6
Bearman, Janet	<i>Happy Chanuko</i> (Jewish Festival)	3-6
Becker, Edna	<i>900 Buckets of Paint</i> (Search for happiness)	3-6
Bemelmans, Ludwig	<i>Madeline</i> (Series)	4-7
Berkley, Ethel	<i>Big and Little, Up and Down</i> (Concepts)	4-7
Beskow, Elsa	<i>Pelle's New Suit</i>	5-8
Bishop, Claire	<i>The Five Chinese Brothers</i>	5-8
Borack, Barbara	<i>Grandpa</i>	4-6
Brooke, L. Leslie	<i>Johnny Crow's Garden</i>	4-7
Brown, Marcia	<i>Stone Soup</i> (retold)	4-7
Brown, Margaret Wise	<i>The Important Book</i>	3-5
	<i>The Golden Egg Book</i>	3-5
	<i>The Dead Bird</i>	4-6
	<i>Christmas in the Barn</i>	5-7
	<i>Goodnight Moon</i>	5-6
	<i>Indoor Noisy Book</i>	3-6
	<i>Night and Day</i>	3-5
	<i>Shhhhhh..Bang</i> (Quiet Town)	3-6
	<i>The Country Noisy Book</i>	3-6
	<i>The Runaway Bunny</i>	3-6
	<i>The Winter Noisy Book</i>	3-6
	<i>Wait Till the Moon is Full</i> (animals)	3-6
	<i>Willie's Adventures</i>	4-7
	<i>Birthday Boy</i>	4-7
	<i>Company's Coming for Dinner</i>	3-7
	<i>First Night Away from Home</i>	4-7
	<i>All Kinds of Mothers</i>	4-10
Brown, Myra Berry	<i>Cooking in the Classroom</i>	3-7
Brownstone, C.	<i>Grandfather and I</i>	3-7
	<i>Grandmother and I</i>	3-7
	<i>My Sister and I</i>	3-7
	<i>A Tree is a Plant</i>	3-7
Bruno, Janet and Peggy Dakan	<i>The Little House</i>	4-8
Buckley, Helen E.	<i>Katy and the Big Snow</i>	4-6
	<i>Mike Mulligan and His Steam Shovel</i>	5-8
Bulla, Clyde	<i>Daddies</i>	5-8
	<i>Mommies</i>	3-6
Burton, Virginia L.	<i>Andy and the Lion</i>	3-6
	<i>Timothy Turtle</i>	4-6
Carton, Lonnie C.	<i>Bright April</i> (Intercultural)	5-6

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
de Brunhoff, Jean	<i>The Story of Babar (Series)</i>	3-5
Delafield, Celia	<i>Mrs. Mallard's Ducklings</i>	3-6
de Regniers, Beatrice Schenk	<i>The Shadow Book</i>	5-8
	<i>May I Bring a Friend?</i>	4-8
du Bois, William Pene	<i>Bear Party</i>	3-7
Dudley, Nancy	<i>Linda Goes to the Hospital</i>	4-7
Duvoisin, Roger	<i>Petunia (Series)</i>	3-6
Eastman, Philip D.	<i>Are You My Mother?</i>	4-6
Elkin, Benjamin	<i>The Loudest Noise in the World</i>	5-7
Emberley, Barbara	<i>Drummer Hoff</i>	5-7
Ets, Marie Hall	<i>Play with Me (Animals and Girl)</i>	5-8
	<i>Gilberto and the Wind</i>	3-5
	<i>In the Forest</i>	3-4
	<i>Talking without Words</i>	3-6
	<i>Just Me</i>	2-5
Fatio, Louise	<i>The Happy Lion</i>	5-8
Field, Eugene	<i>Wynken, Blynken and Nod</i>	3-6
Fisher, Aileen	<i>Do Bears Have Mothers, Too?</i>	4-6
	<i>Where Does Everyone Go?</i>	4-6
Flack, Marjorie	<i>Angus and the Cat</i>	3-5
	<i>Angus and the Ducks</i>	3-5
	<i>Angus Lost</i>	3-5
	<i>Ask Mr. Bear</i>	3-5
	<i>The Story About Ping (Animals)</i>	4-7
	<i>Tim Tadpole and the Great Bullfrog</i>	3-6
	<i>Topsy</i>	3-6
	<i>Wag Tail Bees</i>	3-6
	<i>Wait for William</i>	5-8
Francoise	<i>Jeanne Marie Counts Her Sheep</i>	5-7
Freeman, Don	<i>Corduroy</i>	3-5
	<i>Dandelion</i>	4-6
	<i>The Seal and the Slick</i>	4-6
Gag, Wanda	<i>ABC Bunny</i>	3-7
	<i>Gone is Gone (Folk Story)</i>	5-7
	<i>Millions of Cats</i>	4-7
Galdone, Paul	<i>The House that Jack Built</i>	5-7
	<i>The Little Red Hen</i>	3-6
	<i>The Three Bears</i>	3-6
	<i>The Three Billy Goats Gruff</i>	4-6
	<i>The Three Little Pigs</i>	3-6
Garelick, May	<i>Where Does the Butterfly Go When It Rains?</i>	4-8
	<i>What's Inside?</i>	4-8
Ginsburg, Mirra	<i>Mushrooms in the Rain</i>	4-7

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
Goodall, John S.	<i>Adventures of Paddy Pork</i>	4-7
Goudery, Alice E.	<i>The Day We Saw the Sun Come Up</i>	5-7
Grabianski, Janusz	<i>Grabianski's Birds</i>	5-8
	<i>Grabianski's Cats</i>	5-8
	<i>Grabianski's Dogs</i>	5-8
	<i>Grabianski's Horses</i>	5-8
	<i>Grabianski's Wild Animals</i>	5-8
Gramatky, Hardie	<i>Little Toot</i>	3-5
Green, Mary McBurney	<i>Is It Hard? Is It Easy?</i>	3-5
	<i>Everybody Eats, Everybody Has a House</i>	2-4
Guilfoile, Elizabeth	<i>Nobody Listens to Andrew</i>	4-6
Hader, Berta & Elmer	<i>The Big Snow</i>	4-8
	<i>Home on the Range</i>	3-6
	<i>Little Appaloosa (Cowboy)</i>	2-4
	<i>Pancho</i>	3-6
	<i>Sound of Sunshine, Sound of Rain</i>	5-7
Heide, Florence Parry	<i>The Country Bunny and the Little Gold Shoes</i>	5-8
Heyward, DuBose	<i>I'm Moving</i>	4-7
Hickman, Martha Whitmore	<i>Bread and Jam for Frances (Series)</i>	4-7
Hoban, Russell	<i>Shapes and Things</i>	3 and up
Hoban, Tana	<i>Circles, Triangles, Squares</i>	3-6
	<i>Count and See</i>	3-6
	<i>Look Again</i>	4-7
	<i>Over, Under and Through</i>	3 and up
	<i>Push-Pull, Empty-Full: A Book of Opposites</i>	3-6
	<i>All My Shoes Come In Twos</i>	3-6
	<i>How Do I Go? (Busy World)</i>	3-6
	<i>When Will It Snow</i>	2-6
	<i>Little Chief</i>	3-5
	<i>One Fine Day</i>	5-7
Hogrogian, Nonny	<i>Changes, Changes</i>	5-7
Hutchins, Pat	<i>Clocks and More Clocks</i>	5-7
	<i>Rosie's Walk</i>	5-7
	<i>Wind Blew</i>	5-7
	<i>Stripes and Spots (Animals)</i>	4-7
	<i>Brown Cow Farm</i>	3-5
Ipcar, Dahlov	<i>Harold and the Purple Crayon (Series)</i>	3-6
Johnson, Crockett	<i>Four Legs and a Tail</i>	2-5
Jorgensen, Aurora D.	<i>My Dog is Lost</i>	3-6
Keats, Ezra Jack	<i>Snowy Day</i>	3-6
	<i>Whistle for Willie</i>	3-6
	<i>Skates!</i>	3-6
	<i>Dreams</i>	4-8

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
	<i>Goggles!</i>	4-8
	<i>Hi Cat!</i>	3-7
	<i>Pet Show!</i>	4-8
	<i>Kitten for a Day</i>	4-8
	<i>Pssst! Doggie</i>	4-6
	<i>Peter's Chair</i>	4-6
	<i>A Letter to Amy</i>	5-8
Kessler, Ethel & Leonard	<i>All Aboard the Train</i>	4-7
	<i>Big Red Bus</i>	2-4
	<i>Do Baby Bears Sit in Chairs? (rhymes)</i>	3-6
	<i>Slush, Slush</i>	4-8
	<i>Kim and Me</i>	3-5
	<i>The Day Daddy Stayed Home</i>	3-5
	<i>Are You Square?</i>	3-5
Kingman, Lee	<i>Peter's Long Walk (5 year old beginning to walk)</i>	3-6
Kinney, Jean	<i>What Does the Sun Do?</i>	4-8
Kirkpatrick, Leonard H.	<i>How Old Are You? (Birthdays)</i>	3-6
Klein, Norma	<i>Girls Can Be Anything</i>	3-5
	<i>A Train for Jane</i>	5-8
Krasilovsky, Phyllis	<i>Scaredy Cat</i>	3-5
	<i>The Man Who Didn't Wash His Dishes</i>	3-5
	<i>The Very Little Girl</i>	2-4
Krauss, Ruth	<i>A Hole is to Dig</i>	5-7
	<i>Big World and the Little House</i>	5-8
	<i>Carrot Seed</i>	3-5
	<i>I Can Fly</i>	3-5
	<i>The Backward Day</i>	5-6
	<i>The Growing Story</i>	4-6
	<i>The Happy Day</i>	4-5
	<i>Whose Mouse Are You?</i>	4-6
	<i>Is This You?</i>	4-6
	<i>A Very Special House</i>	2-4
	<i>The Bundle Book</i>	2-4
	<i>Bears</i>	3-4
Kunhardt	<i>Pat the Bunny</i>	2-5
	<i>Tickle the Pig</i>	2-5
Langstaff, Nancy & Suzanne Szasz	<i>A Tiny Baby For You</i>	2-5
Langstaff, John	<i>Over in the Meadow</i>	4-8
	<i>Frog Went a-Courtin'</i>	5-7
Lasker, Joe	<i>He's My Brother</i>	4-8
	<i>Mothers Can Do Anything</i>	4-8
Lear, Edward	<i>The Owl and the Pussy Cat</i>	4-8

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
Lanski, Lois	<i>I Like Winter</i>	2-4
	<i>On a Summer Day</i>	2-4
	<i>Cowboy Small</i>	2-4
	<i>Davy Goes Places</i>	2-4
	<i>Davy's Day</i>	2-4
	<i>Little Airplane</i>	5-7
	<i>Little Auto</i>	5-7
	<i>Little Family</i>	2-4
	<i>Papa Small</i>	2-4
	<i>The Little Farm</i>	5-7
	<i>The Little Fire Engine</i>	5-7
	<i>The Little Sail Boat</i>	5-7
	<i>The Little Train</i>	5-7
	<i>Now It Is Fall</i>	2-4
	<i>Spring Is Here</i>	2-4
	<i>In a Spring Garden</i>	3-6
Lewis, Richard	<i>Benjie</i>	3-6
Lexau, Joan M.	<i>Me Day</i>	3-6
	<i>I Should Have Stayed in Bed</i>	4-6
Liang, Yen	<i>The Skyscraper</i>	5-8
Lindgren, Astrid	<i>Christmas in the Stable</i>	4-8
Lindman, Maj	<i>Snipp, Snapp, Snurr, and the Red Shoes</i>	5-7
Lionni, Leo	<i>Inch by Inch (inchworms)</i>	3-7
	<i>Alexander and the Wind-up Mouse</i>	3-6
	<i>Swimmy</i>	4-6
	<i>Frederick</i>	4-6
	<i>Fish is Fish</i>	4-6
	<i>Theodore and the Talking Mushroom</i>	5-8
	<i>One Mitten Lewis</i>	3-6
	<i>Blueberries for Sal</i>	5-7
	<i>Make Way for Ducklings</i>	5-7
	<i>Time of Wonder</i>	5-7
Lothrop, Helen Kay	<i>Lentil</i>	5-7
	<i>The Little Island</i>	5-7
	<i>Red Light Green Light</i>	4-6
	<i>The Little Frightened Tiger</i>	5-7
	<i>The Horse Who Lived Upstairs</i>	5-7
McCloskey, Robert	<i>When A Boy Goes to Bed At Night</i>	3-7
	<i>When A Boy Wakes Up in the Morning</i>	3-7
MacDonald, Golden	<i>The Guinea Pigs</i>	4-7
	<i>Project 1, 2, 3</i>	4-8
	<i>What Can You do With a Pocket?</i>	4-8
McGinley, Phyllis		
McNulty, Faith		
Meshover, Leonard & Feistal		
Merriam, Eve		

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
Miles, Betty	<i>A Day of Summer</i>	4-8
	<i>A Day of Winter</i>	4-8
	<i>A House for Everyone</i>	2-4
	<i>Mr. Turtle's Mystery</i>	4-7
	<i>What is the World?</i>	4-8
Milne, A. A.	<i>When We Were Very Young</i>	3-8
Minarik, Else Holmelund	<i>A Kiss for Little Bear</i>	4-7
	<i>Little Bear's Visit</i>	4-7
	<i>Little Bear</i>	4-7
	<i>No Fighting. No Biting</i>	4-8
Monsell, Helen A.	<i>Paddy's Christmas</i>	4-6
Mosel, Arlene	<i>The Funny Little Woman</i>	5-7
	<i>Tikki Tikki Tembo</i>	5-7
Munari, Bruno	<i>ABC</i>	3-7
	<i>Who's There? Open the Door!</i>	3-6
	<i>Bruno Munari's Zoo</i>	3-6
Ness, Evaline	<i>Sam, Bangs and Moonshine</i>	5-7
Newberry, Clare	<i>April's Kitten</i>	5-7
	<i>Mittens</i>	5-8
	<i>Marshmallow</i>	4-7
Nodset, Joan L.	<i>Go Away, Dog</i>	4-7
	<i>Who Took the Farmer's Hat?</i>	3-6
O'Neil, Mary	<i>Hailstones and Halibut Bones</i>	3-7
Ormondroyd, Edward	<i>Theodore</i>	4-7
Paper, Donn Lugg	<i>A Gerbil for a Friend</i>	3-8
Parish, Peggy	<i>Amelia Bedelia</i>	3-6
Penn, Ruth Bonn	<i>Mommies Are for Loving</i>	3-5
Petersham, Maud & Miska	<i>The Box with the Red Wheels</i>	5-6
	<i>The Circus Baby</i>	5-7
Piper, Watty	<i>The Little Engine That Could</i>	4-6
Potter, Beatrix	<i>A Tale of Mr. Jeremy Fisher</i>	4-6
	<i>The Tale of Two Bad Mice</i>	4-6
	<i>The Tale of Peter Rabbit</i>	4-6
	<i>The Tale of Benjamin Bunny</i>	4-6
	<i>The Tale of Flopsy Bunnies</i>	4-6
	<i>The Tale of Jemima Puddleduck</i>	4-6
Provenson, Alice & Martin	<i>What is Color?</i>	3-7
Puner, Helen Walker	<i>Daddies and What They Do All Day</i>	4-8
Pyne, Mabel	<i>The Hospital</i>	4-8
Reit, Seymour	<i>Where's Willie (Kitten, humor)</i>	3-6
Rey, H. A.	<i>Curious George Rides a Bike (Series)</i>	5-7
	<i>Feed the Animals</i>	3-5
	<i>Where's My Baby (Animals)</i>	3-5
	<i>Anybody at Home? (Animals)</i>	3-5

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
Rockwell, Anna & Harlow	<i>The Toolbox</i>	3-6
Rockwell, Harlow	<i>My Doctor</i>	2-5
Rojankovsky, Feodor	<i>Animals on the Farm</i>	3-6
Sawyer, Ruth	<i>Journey Cake, Ho!</i>	5-7
Scheer, Julian	<i>Rain Makes Applesauce</i>	5-7
Schlein, Miriam	<i>Heavy is a Hippopotamus</i>	3-7
	<i>Fast Is Not a Ladybug</i>	4-7
	<i>Big Lion, Little Lion</i>	3-5
Schneider, Nina	<i>While Susie Sleeps</i>	4-6
Selsam, Milicent	<i>Seeds and More Seeds</i>	4-7
	<i>All About Eggs</i>	4-8
	<i>Greg's Microscope</i>	4-7
	<i>Let's Get Turtles</i>	4-7
	<i>Terry and the Caterpillars</i>	4-7
Sendak, Maurice	<i>Higglety Pigglety Pop!</i>	4-8
	<i>Where the Wild Things Are</i>	4-8
Seuss, Dr. (Pseud. - Geisel, Theodore)	<i>Green Eggs and Ham</i>	5-7
Sharmat, Marjorie	<i>I Want Mama</i>	5-8
Shortall, Leonard	<i>Sam's First Fish</i>	4-7
Showers, Paul	<i>Hear Your Heart</i>	4-8
	<i>Look at Your Eyes</i>	4-8
	<i>The Listening Walk</i>	4-8
Skaar, Grace	<i>Nothing But Cats and All About Dogs</i>	2-3
Slobodkin, Florence & Louis	<i>Too Many Mittens</i>	4-6
Slobodkin, Louis	<i>Magic Michael</i>	4-6
Slobodkina, Esphyr	<i>Caps for Sale (Animals)</i>	3-6
Sonnerborn, Ruth	<i>The Lollipop Party</i>	4-6
Spier, Peter (ill.)	<i>London Bridge is Falling Down!</i>	4-7
Steiner, Charlotte	<i>Listen to My Seashell</i>	4-6
	<i>My Bunny Feels Soft</i>	3-6
	<i>My Slippers Are Red</i>	2-3
Stover, JoAnn	<i>If Everybody Did</i>	4-6
Tolstoy, Alexei	<i>The Great Big Enormous Turnip</i>	3-7
Tresselt, Alvin	<i>Hi! Mr. Robbin!</i>	3-7
	<i>Rain Drop Splash</i>	5-6
	<i>Wake Up Farm</i>	3-5
	<i>Wake Up City</i>	4-7
	<i>White Snow Bright Snow</i>	5-6
	<i>Hide and Seek Fog</i>	5-6
	<i>Sun Up</i>	4-7
	<i>It's Time Now</i>	4-7
	<i>The World and the Candy Egg</i>	5-7

AUTHOR	TITLE (TOPIC)	AGE LEVEL (YEARS)
Tudor, Tasha	<i>Around the Year</i>	3-7
Udry, Janice May	<i>Let's Be Enemies</i>	5-7
	<i>What Mary Jo Wanted</i>	4-7
	<i>Mary Ann's Mud Day</i>	4-7
	<i>A Tree is Nice</i>	5-6
Viorst, Judith	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	3-6
Webber, Irma E.	<i>Up Above and Down Below</i>	5-8
Weisgard, Leonard	<i>Whose Little Bird Am I?</i>	5-8
Wiese, Kurt	<i>Happy Easter</i>	3-5
Wildsmith, Brian	<i>Brian Wildsmith's ABC</i>	3-7
	<i>Brian Wildsmith's Birds</i>	3-8
	<i>Brian Wildsmith's Circus</i>	3-8
	<i>Brian Wildsmith's Fishes</i>	3-8
	<i>Brian Wildsmith's One, Two, Three's</i>	3-6
	<i>Brian Wildsmith's Puzzles</i>	4-7
	<i>The Lazy Bear</i>	5-7
	<i>Brian Wildsmith's Wild Animals</i>	4-6
	<i>Squirrels</i>	5-7
Williams, Garth	<i>Baby Animals</i>	3-5
Woodcock, Louise	<i>The Smart Little Kitty</i>	2-4
Wright, Ethel	<i>Saturday Walk</i>	5-7
Yashima, Mitsu & Taro	<i>Umbrella (Japanese girl)</i>	3-7
Yashima, Taro	<i>Crow Boy</i>	5-7
	<i>Youngest One</i>	3-4
Young, Miriam	<i>Jellybeans for Breakfast</i>	4-7
Zaffo, George J.	<i>The Big Book of Airplanes</i>	5-8
	<i>The Big Book of Real Boats</i>	5-8
	<i>The Big Book of Real Building and Wrecking Machines</i>	4-6
	<i>The Big Book of Real Helicopters</i>	5-8
	<i>The Big Book of Real Trains</i>	5-8
	<i>The Big Book of Real Trucks</i>	3-7
	<i>Giant Nursery Book of Things That Go</i>	5-8
	<i>The Big Book of Wheels</i>	3-7
Zion, Gene	<i>Dear Garbage Man</i>	4-7
	<i>Harry the Dirty Dog (Series)</i>	4-7
	<i>All Falling Down</i>	5-7
Zolotow, Charlotte	<i>Do You Know What I'll Do (Making boy happy)</i>	3-6
	<i>If It Werent' For You (Being a big brother)</i>	4-8
	<i>Sleep Book (Animals)</i>	3-5
	<i>Storm Book</i>	5-8
	<i>The Sky Was Blue</i>	5-6
	<i>The Night Mother Was Away</i>	3-6
	<i>Over and Over</i>	3-5

<i>The Quarreling Book</i>	4-6
<i>The Hating Book</i>	5-7
<i>Mr. Rabbit and the Lovely Present</i>	5-7
<i>My Grandson Lew</i>	5-8
<i>My Friend John</i>	5-8
<i>William's Doll</i>	4-8
<i>One Step, Two</i>	3-6
<i>When I Have a Little Girls</i>	4-7
<i>The New Friend</i>	4-7

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CALDECOTT MEDAL WINNERS

YEAR	ILLUSTRATOR	WINNING BOOK
1965	Beni Montresor	<i>May I Bring A Friend</i>
1966	Nonny Hogrogian	<i>Always Room For One More</i>
1967	Evaline Ness	<i>Sam, Bangs, & Moonshine</i>
1968	Ed Emberly	<i>Drummer Hoff</i>
1969	Uri Shulevitz	<i>The Fool of the World and the Flying Ship</i>
1970	William Steig	<i>Sylvester and the Pebble (Simon and Schuster)</i>
1971	Gail Haley	<i>A Story - A Story (Atheneum)</i>
1972	Nonny Hogragian	<i>One Fine Day (McMillan)</i>
1973	Blair Lent	<i>The Funny Little Woman (Dutton)</i>
1974	Margot Zemach	<i>Duffy and the Devil (Farrar)</i>
1975	Gerald McDermott	<i>Arrow to the Sun; a Pueblo Indian Tale (Viking)</i>
1976	Diane and Leo Dillon	<i>Why Mosquitos Buzz in People's Ears; a West African Tale (Dial)</i>
1977	Diane and Leo Dillon	<i>Ashanti to Zulu</i>
1978	Peter Spier	<i>Noah's Ark</i>
1979	Paul Goble	<i>The Girl Who Loved Wild Horses</i>
1980	Barbara Cooney	<i>Ox-Cart Man</i>
1981	Arnold Lobel	<i>Fables</i>
1982	Van-Alsberg	<i>#Jumanji</i>

NEWBERRY MEDAL WINNERS

YEAR	AUTHOR	WINNING BOOK
1966	Elizabeth Borton de Trevino	<i>I, Juan de Pereja</i>
1967	Irene Hunt	<i>Up a Road Slowly</i>
1968	Elaine Konigsburg	<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>
1969	Lloyd Alexander	<i>The High King</i>
1970	Will Armstrong	<i>Souder (Harper & Row)</i>
1971	Betsy Byars	<i>Summer of the Swans</i>
1972	Robert C. O'Brien	<i>Mrs. Frisby and the Rats Of Nimh</i>
1973	Jean Craighead George	<i>Julie of the Wolves</i>
1974	Paula Fox	<i>The Slave Dancer</i>
1975	Virginia Hamilton	<i>M. C. Higgins the Great</i>
1976	Susan Cooper	<i>The Grey King</i>
1977	Mildred Taylor	<i>Roll of Thunder, Hear My Cry</i>
1978	Katherine Paterson	<i>Bridge to Terabithia</i>
1979	Ellen Raskin	<i>The Westing Game</i>
1980	Joan W. Glos	<i>A Gathering of Days, A New England Girl's Journal 1830-32</i>
1981	Katherine Paterson	<i>Jacob Have I Loved</i>
1982	N. Willard	<i>A Visit to William Blake's Inn</i>

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Barbe-Lucas Handwriting Skill Guide Check List - Readiness
Pupil Reorder No. 130000

Barbe-Lucas Handwriting Skill Guide Check List - Manuscript--Level One
Pupil Reorder No. 130001

Barbe-Lucas Handwriting Skill Guide Check List - Manuscript--Level Two
Pupil Reorder No. 130002

Barbe-Lucas Handwriting Skill Guide Check List - Transition
Pupil Reorder No. 130101

Barbe-Lucas Handwriting Skill Guide Check List - Cursive Primary Proportion
Pupil Reorder No. 130003 Level Three

Barbe-Lucas Handwriting Skill Guide Check List - Cursive Primary Proportion
Pupil Reorder No. 130004 Level Four

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Common Handwriting Problems and Corrective Techniques

Handwriting is so small that it cannot be read easily.

in adult proportion

- Use ruled paper on which a midline appears or rule a midline on standard writing paper. Explain that minimum letters touch the midline.
- Practice large writing at the chalkboard.
- Give correct models of words, have the student copy them, then evaluate for size.
- Identify the problem so the student is aware of what must be corrected.

When two maximum undercurves are joined (ll, fl), letter formation suffers.

parallel

- Emphasize that the basic undercurve stroke must be made correctly.
- Make a wide undercurve to allow room for the loop that follows.
- Make slant strokes parallel to each other.

The height of the lower-case letters is not consistent.

Write freely

- Use paper that has a midline and a descender space, or rule a midline on standard paper.
- Have the student identify maximum, intermediate, and minimum letters.
- Evaluate writing for alignment by drawing a horizontal line across the tops of the letters that are supposed to be of the same size.
- Shift paper as the writing progresses.

The maximum letters (b, f, h, k, l) are made without loops.

little

- Demonstrate and explain proper formation of undercurve that begins loop of letter.
- Demonstrate and explain proper formation of the slant stroke.
- Point out that the top of the letters is rounded and determines the width of the loops.

The slant of the writing is irregular.

flight

- Check for correct paper position.
- Pull strokes in the proper direction.
- Shift paper as writing progresses.
- Shift hand to the right as writing progresses.
- Evaluate slant by drawing lines through letters to show the angle at which they are made.

When an undercurve ins an overcurve (in, um), the letters are poorly written.

instrument

- Show how the undercurve to overcurve is a smooth, flowing stroke.
- Explain that the undercurve ending continues up and then quickly overcurves into the downward slant stroke.

The quality of the writing changes within a single word.

laboratory

- Shift both the paper and the hand as the writing progresses. The paper moves toward the student, and the hand moves away.
- Write in the same area of the paper, roughly a six-inch diameter circle that is located at the midpoint of the body about ten inches from the edge of the desk.
- Do not reach out to write or write very close to the body.

The letters a, d, g, o, q are not closed.

book amount

- Stress proper beginning strokes.
- Write correctly formed model letters on the student's paper, explaining the strokes while the student watches.

Non-looped letters such as t, p, i, u, w are looped and become difficult to read.

little

- Demonstrate that there is a pause at the top of these letters.
- Encourage the student to write slower, as speed causes the loops in the letters.
- Pause before making the slant stroke in the letters a, d, g, i, j, p, q, t, u, w, and y.
- Emphasize the retrace in these strokes.

Checkstroke joinings, for example br, we, are poorly made.

break weather

- Demonstrate the letters b, v, o, and w and explain the strokes as you form them.
- Use the auditory stroke description "retrace and swing right" as students practice b, v, o, w.
- Demonstrate correct joinings in which the first letter has a checkstroke.
- Point out the letter forms that change when they are preceded by a checkstroke: br, os.

Handwriting is so slow that there is no smoothness in the individual letters.

Intermediate

- Encourage students to write letters with smooth and complete motions.
- Engage in relaxation exercises before practicing writing. Excessive muscle tension is the cause of slow writing.
- Emphasize rhythm rather than alignment or slant. These qualities can be developed later.

Joinings involving overcurves, such as ga, jo, are not well made.

language job

- Show how all overcurve connections cross at the baseline, not above or below it.
- Make the overcurve motion continuous. Do not change its direction in mid-stroke.
- Check letter formation.

BEING NICE
. . . about the Library

By Helen Rebecca Wright

Being nice is taking care
of library books and magazines
as through you had bought them
out of your own allowance.

Being nice is keeping library books
out of the reach of your baby brother
. . . and your puppy.

Being nice's being careful to put
books and magazines back in their places
on the shelves.

Being nice's speaking softly in the Library
so you won't disturb others.

Being nice is returning library books on
time
so that others may enjoy them too!

Source: *On Matters of Media*

STEPS IN THE SQ3R METHOD

1. *Survey* the material for cues to content and organization
 - a. Major heading starting each section
 - b. Topic sentences including statements in italics or boldface type
 - c. Subpoints in an outline (any listing device)
 - d. Pictures, charts, diagrams, maps (illustrative material)
 - e. Introductory and summary paragraphs
2. *Questions* during the survey step to guide the reader's thinking
 - a. Ask questions based on headings in each section
 - b. Use any study guides provided by author or teacher
3. *Read* to answer your questions
4. *Recite* to check comprehension and to utilize information
 - a. Write brief summary statements to questions in Step 2
 - b. Discuss ideas orally in class
 - c. Organize major points and key phrases in outline form
 - d. Utilize study techniques which have proven effective for you — such as underlining key sentences, taking brief notes, restating ideas in different words, etc.
5. *Review* for immediate and delayed recall
 - a. Reread notes to recall major points
 - b. Utilize quizzes to check memory for details
 - c. Test your answer to questions in Step 2
 - d. Utilize skimming and scanning techniques to refresh memory and distribute learning

READING (Middle) (6-8)

ACTIVITY

1. Use vocabulary words from the basal reader at the appropriate levels in games and with flashcards. Students learn more readily if words are taught in context rather than as isolated words.

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

- A. Identify and use basal words at appropriate instructional level

ACTIVITY

1. See S. C. Dept. List of Basic Skills Words.
2. Determine student's functioning level of instruction and introduce Basic Skills words that correlate with the appropriate level. Use these words in context in daily class work so that students will become familiar with hearing and recognizing them. It would be helpful to identify words from the list that deal with content areas and work with context area teachers for reinforcing instruction.
3. Use material such as the following so as to prepare students for reading in real life situation.
 - a. Driver's Handbook
 - b. Newspaper (activity cards available from State Record Co.)
 - c. Wilson's Essential Vocabulary (see appendix)
 - d. Applications (see appendix)
 - e. Legal documents
4. Use Fry's Instant Word List for basic review. (See Appendix)

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

- B. Recognize and define S. C. Basic Skills Word List, other lists, survival lists, and content areas at appropriate instructional level

AREA Reading: Decoding/Word Meaning	ACTIVITY 1. Select a paragraph from a newspaper and read it aloud to the class, substituting a bell (or whistle) sound for a difficult word. Students try to guess at the meaning by using contextual clues. When they identify the meaning, the paragraph is read again with the word in the sentence. 2. Make a ditto sheet of short sentences containing unfamiliar words. Students will write the definition of the underlined words in their own words. Example: The <i>demolition</i> of the apartment building will begin tomorrow. It will be destroyed to make room for a new school.
OBJECTIVE #1 The student will decode words and determine word meanings.	
SPECIFIC SKILL (S) C. Use context clues to determine word meaning	
AREA Reading: Decoding/Word Meaning	ACTIVITY 1. Give student a list of well-known proverbs. Have them rewrite the proverb using a synonym for each noun and verb. Ex: A rolling stone gathers no moss. A tumbling boulder collects no fungus. See Appendix for list of proverbs. Source: Anchor
OBJECTIVE #1 The student will decode words and determine word meanings.	
SPECIFIC SKILL (S) D. Recognize word relationships, synonyms	

ACTIVITY

1. Give students a paragraph with certain words underlined. Have them either read or rewrite the paragraph substituting antonyms for the underlined words.
2. Prepare a list of word pairs — some synonym pairs and some antonym pairs. Have students label the pairs either synonyms or antonyms.
3. Bring in a picture of a well-known personality. Put a long list of adjectives on the board. Have students make two columns on their paper: Synonyms, Antonyms. Then have students categorize the adjectives they feel fit that person.

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

D. Recognize word relationships
Antonyms

ACTIVITY

1. Make a deck of cards. Using a list of homonym pairs, write one word on each card. Cards are shuffled and then placed face down. Two to six players can try to match the homonym pairs. This game is played like Concentration.
2. Make flash cards with a homonym written on each card. Pass out flash cards. The teacher reads a sentence that uses one of the homonyms. The student with the correct homonym card stands.

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

D. Recognize word relationships
Homonyms

AREA	ACTIVITY
Reading: Decoding/Word Meaning	1. Tell the class that often a word may have several different meanings, and that its particular meaning can be understood by the context in which it is used. Write examples on the board such as these: 1. The boy took a match to <i>light</i> the fire. 2. As the door opened, a <i>light</i> shone through the darkness. 3. The fly buzzed around and finally came to <i>light</i> upon my head. 4. Suddenly a bit of <i>light</i> was thrown on the subject by the defendant's testimony.
OBJECTIVE #1 The student will decode words and determine word meanings.	After each sentence is read, ask the students to explain what the underlined word means. Divide the class into groups. Give each group a word that has many meanings. Ask them to compose 5 sentences using the word in 5 different ways. Encourage the use of a dictionary. 2. Using <i>Amelia Bedelia</i> books, choose a page or several pages to reproduce or project on a screen. Then discuss the problem of multiple meanings that Amelia runs into.
SPECIFIC SKILL (S) D. Recognize word relationships Multiple Meanings	<i>Amelia Bedelia</i>, by Peggy Parish

AREA	ACTIVITY
Reading: Decoding/Word Meaning	1. Display a word, such as "lovely." Divide the class into teams. Team members take turns adding prefixes and suffixes to make new words. The team making the most new words wins the game. 2. Prefix and Suffix Baseball Make cards with a prefix such as un_____ or a suffix such as _____ly on them. Be sure to include the line to indicate whether it is a prefix or a suffix. Each of the two teams chooses a pitcher who will dig in the box and pitch a word to the batter. The batter will think of a word to go with the prefix or suffix and pronounce it. If he does this but cannot use it in a sentence, he has made a single. If he can think of a word, pronounce it, and use it in a sentence, he hits a double. The team with the most runs wins the game.
OBJECTIVE #1 The student will decode words and determine word meanings.	
SPECIFIC SKILL (S) E. Recognize and use structural clues. Root/Base words, prefixes, suffixes	

ACTIVITY

1. Divide the class into two teams. Say slowly, but only once, three nouns, such as: house, toy, girl. Then, direct the first player on one team to say the plurals of these words in the sequence in which the teacher said them. Teams will alternate answering until every student has had a turn. One point is given to a team for each correct plural given in the directed sequence. The team with the most points is the winner. After the first round is over, begin the second by naming three nouns whose plurals are irregularly formed: mouse, half, leaf, etc.
2. Using the classroom, have students list on a sheet of paper all of the singular and plural objects they see. Student with the most wins the game.

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

- E. Recognize and use structural clues:
Plural form endings

ACTIVITY

1. Write some sentences on a stencil. Give the following directions:

Change each boldfaced noun into a possessive noun. Rewrite the sentences on a separate sheet of paper.
Example: 1. The **doctor** glasses are cracked.
2. The **frog** legs are very strong.
3. The **chicken** neck is fluffy.
2. Have students find as many possessive nouns as they can find in their reading books. Class may be divided into teams or may work individually. Set a time limit and the student with the most answers wins the game.

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

- F. Recognized and use structural clues:
Possessives

AREA Reading: Decoding/Word Meaning	ACTIVITY 1. Divide the class into teams. Hold up a component of a compound word. The first member of one team tries to make a compound word. If correct, his team gets a point. If not, any member of team 2 can try. 2. Display a brief paragraph containing compound words on the overhead projector. Students list the compound words as quickly as possible. 3. Have students find compound words in the advertisements of the newspaper, cut them out and then paste them on a poster board to make a collage.
OBJECTIVE #1 The student will decode words and determine word meanings.	
SPECIFIC SKILL (S) E. Recognize and use structural clues: Compound words	
AREA Reading: Decoding/Word Meaning	ACTIVITY 1. Give student rolls of adding machine tapes (or 2½-inch strips of paper.) Students write stories on the tape, keeping even margins by dividing between syllables at the right-hand margins. For extra challenge (and more syllable practice), cut paper into 1½-inch strips. 2. See <i>Center Stuff for Nooks, Crannies and Corners</i> at District Office Library, pp. 104-108.
OBJECTIVE #1 The student will decode words and determine word meanings.	
SPECIFIC SKILL (S) E. Recognize and use structural clues: Syllabication	

ACTIVITY

1. Concentration Game

Cut small cards and write contractions and the two words they represent on separate cards. The game is played by 2-4 players like Concentration. All cards are laid face down. Each student can turn over 2 cards. If it is a match, he keeps the "book." The student with the most "books" wins the game.

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

- E. Recognize and use structural clues:
Contractions

ACTIVITY

1. List stimulating words on the board. Have students write examples of both meanings for each word-factual and feeling.

Example: Dentist
Snake
Christmas

2. Word Associations

Call out a list of words. Have students write the first words or images they associate with each word. These can later be formed into simple word poems.

Example: call out "green"

Student's list:

green	hay
grass	lush
carpet	mow
cool	cucumber
beans	spring

to make poem:

grass
lush green
carpet, cool
fresh mown
hay
spring.

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine word meanings.

SPECIFIC SKILL (S)

- F. Distinguish between Denotation and Connotation

AREA

Reading: Literal comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (9)

A. Follow written directions

ACTIVITY

1. Have each student write directions for some place in the school or classroom on an index card. Assign each student a number to place on his card for identification. Place all "tour" cards in a box. (At leisure or a specific time, a student may take a card and follow the tour.) Have each student record his tour number and destination on record sheet.
2. Schedule a "happening" for your classroom. On little slips of paper, write simple, short directions such as "turn the light switch off and on ten times" etc. Give a different slip to each student. Have them all read and follow their individual directions at one time.
3. Knipp Test for Reading Speed and Following Direction (see Appendix).
4. Have students leave the classroom and hide an object anywhere in the building or on the grounds. (You may request that they do this before class.) When they return, tell them that they now have to write directions that will direct another member of the class to the hidden object. Tell the students that they must write as though the person reading the directions has never been to the school before. Have them write as clearly as they can but without directly telling the person the hiding place. After the students have written their directions, have them exchange papers and then try to find the hidden objects. (You may wish to have a time limit.) After the students have returned to class, discuss the exercise and more effective ways of writing directions.
Example: "You have discovered a large red brick building. Now find an entrance with this message written in stone: 'Messick High School.' Through that entrance you will find a large hallway. Stand in the middle of the hall and turn to your right. You will see a series of gangplanks leading upward. Follow them until there are no more. You will be in another large hallway. On your right you will see three machines that dispense water. The one in the middle holds the treasures. Look below."
5. Locate a "How To" book in the library. Pick a project and make or do it by reading and following the directions given. Present project to the class.

Source: *A Year of Writing Activities*

ACTIVITY

1. Stage a prearranged scene. Have 2 people come into class and stage a fight/argument. Ask students specific questions concerning details after the scene.
2. Give students a news story. Explain that the story must be complete in that it should answer each of the 5 W's: Why, Where, Who, What and When and sometimes How. Have students identify each answer to the five W's as they read the story.
3. Ask students to visualize and then draw a scene described by a reading passage. Compare drawings and discuss pictures that were not complete, because the student could not recall the descriptive features.

AREA

Reading: Literal comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

B. Recall specific details

ACTIVITY

1. Use cartoons from newspaper. Trace them on a stencil to make ditto sheets and then cut cartoon blocks out. Have students put them in correct sequence. The same thing can be done with paragraphs. This can easily be adapted into a learning center for individual practice of this skill.
2. Class story — Let the first student on each row begin a story. Stop that student after 1 minute and let the second student pick up the logical sequence. The last student will have to give an ending to the story and read it to the class.

AREA

Reading: Literal comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

C. Recall and plot

AREA Reading: Literal comprehension	ACTIVITY 1. Give students a sentence that changes meaning when the internal punctuation changes. Example: Woman, without her man, is lost. Woman! Without her, man is lost.
OBJECTIVE #2 The student will literally comprehend what he reads.	
SPECIFIC SKILL (S) D. Use punctuation as a guide to meaning	
AREA Reading: Literal comprehension	ACTIVITY 1. Use the riddle "As I was going to St. Ives, I met a man with seven wives. Seven wives had seven sacks. Seven sacks had seven cats. Seven cats had seven kits. Kits, cats, sacks, and wives; how many were going to St. Ives?" This will force them to look back at the pronoun referents to determine the answer of one.
OBJECTIVE #2 The student will literally comprehend what he reads.	
SPECIFIC SKILL (S) E. Recognize and use word referents	

ACTIVITY

1. Write the word "girl" on the board. Have students give different words representing levels of usage — i.e., girl, chick, fox, broad, gal.

AREA

Reading: Literal comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

- F. Recognize levels of usage and dialect

ACTIVITY

1. Give students a list of questions; have them skim the material looking for answers. Use telephone directories, atlases, road maps, advertisements, catalogs, or pamphlets.
2. Use subject textbooks, reference books and magazines to discuss different purposes and methods in reading.

AREA

Reading: Literal comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

- G. Vary reading rates and methods according to purpose and difficulty

AREA Reading: Literal comprehension	ACTIVITY 1. Give students a worksheet with a list of names of persons, businesses and agencies. Have them find the phone numbers in the phone book. 2. <i>State-Record</i> has a resource person with activities on using the newspaper in the classroom. 3. Discuss the importance of understanding contracts and other documents.
OBJECTIVE #2 The student will literally comprehend what he reads.	
SPECIFIC SKILL (S) H. Apply comprehension skills to consumer sources. (newspaper, telephone, book, government and legal documents, business letters)	
AREA Reading: Literal comprehension	ACTIVITY 1. Group/Choral Reading. Choose a poem and divide class into groups. Let each group present the poem in any way it chooses. 2. Have students read their own writing to their classmates.
OBJECTIVE #2 The student will literally comprehend what he reads.	
SPECIFIC SKILL (S) I. Read orally with fluency and expression	

ACTIVITY

1. Give students a copy of three paragraphs. Each paragraph will have one sentence or part of a sentence that does not belong with the main idea of that paragraph. The student will cross out that sentence or part of that sentence that is not a part of the paragraph.
2. Main Idea Learning Center:
 1. Type or cut out paragraphs and mount on stiff paper.
 2. Print a main idea for each paragraph on separate strips and mount on stiff paper.
 3. Place both paragraphs and main idea strips in a shoe box or cigar box with directions taped inside the lid.
 4. Have student match the paragraphs with the main ideas.

Source: *Kid's Stuff*

AREA

Reading: Critically/Interpretively

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

A. Identify main idea

ACTIVITY

1. Prepare two eyewitness accounts to the same incident. Make sure that they are alike in some aspects and different in some. Have students identify the likenesses and differences in the two accounts.

AREA

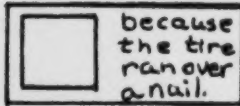
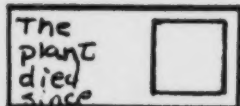
Reading: Critical/Interpretive Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

B. Make comparisons and contrasts

AREA Reading: Critically/Interpretively	ACTIVITY 1. Prepare a set of connector strips and staple blank pads of paper onto the strips where the sentences are incomplete. Have the students read the strips and add either the evidence or conclusion that would complete the statements.  
OBJECTIVE #3 The student will read and think interpretively/critically.	2. Divide class into groups. Have each group select a subject and collect information concerning it. Instruct students to analyze the facts gathered and list them under two headings — Cause Effect. Example topics: alcoholism, addiction, dropping out of school, fighting, running away, prejudice, etc.
SPECIFIC SKILL (S) C. Determine cause and effect	
AREA Reading: Critical/Interpretive Comprehension	ACTIVITY 1. Read a certain passage in varying tones of voice. Poetry is best suited to this activity. Have the student number his paper with several numbers. As the teacher reads each passage differently several times, have students write the meaning of each one by the appropriate number as it is read.
OBJECTIVE #3 The student will read and think interpretively/critically.	2. Choose a cartoon from a magazine or book. Make copies so each student has one. The students will write what they think the cartoon means. Political cartoons are best suited for this activity. 3. Dramatically describe a person, having students infer from the appearance and actions you describe what kind of person he/she is.
SPECIFIC SKILL (S) D. Draw conclusions	

ACTIVITY

1. See Listening: Predicting Outcomes
Have students read silently instead of teacher reading to the class.
2. Provide open-ended stories such as "The Lady, or the Tiger?" that require students to supply their own endings.

AREA

Reading: Critically/Interpretively

OBJECTIVE #3

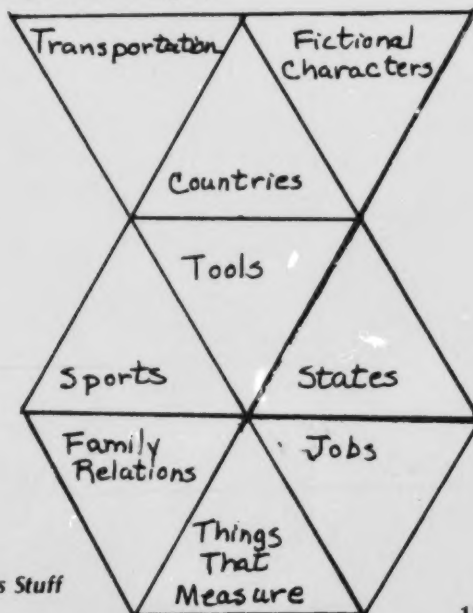
The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

E. Predict Outcomes

ACTIVITY

1. Make a long list of foods. Put the following headings on the board. Have students put food names into these categories.
Produce, Meat, Dairy, Frozen Foods, Breads
2. Using the diagram have students select a triangle and fill it with words that belong in that category.



Source: Kid's Stuff

AREA

Reading: Critical/Interpretive Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

F. Classify and categorize

AREA	ACTIVITY
Reading: Critical/Interpretive Comprehension	1. Type, print, or paste sentences and short paragraphs on cards. Have a good supply of selections that are both fact and fiction. Place these in a box and provide two additional boxes (or envelopes) labeled FANTASY and REALISM. Students may read the selections, (starting with the sentences and working into paragraphs), and decide which ones are realistic and which are fantastic. After they have placed the cards in the appropriate answer sheet provided, return the selections to their original box, and add one sentence or paragraph of their own.
OBJECTIVE #3 The student will read and think interpretively/critically.	2. Have students read pre-selected samples of both types (fantasy and realism). The student must decide which type the selection is and give reasons for his decision.
SPECIFIC SKILL (S) G. Distinguish Fantasy and realism	

ACTIVITY

1. Clip from magazine, old textbooks, old workbooks, several (15-20) short selections which students may read. Include many different kinds of literature. Mount each clipping on a 6" x 8" card. Place them in a file box with directions. Students read the cards, decide and write what the author's purpose is for each, and check their answers with a prepared answer card.

What's the purpose?

To teach something
To make you laugh
To report information
To show you how
To convince you

AREA

Reading: Critical/Interpretive Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

H. Author's purpose and audience

ACTIVITY

Pizza Wheel

1. Using a pizza cardboard, divide paper into slices with a magic marker. Write a statement of fact or opinion in each slice. On clothespins write *fact* and *opinion*. As the student reads each statement on the pizza wheel, he puts the clothespin stating whether he thinks it's fact or opinion.
2. Let students create and construct a bulletin board, using the newspaper. Have students find examples of statements of fact and statements of opinion to categorize and display.

AREA

Reading: Critical/Interpretive Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

I. Fact and Opinion

AREA Reading: Critical/Interpretive Comprehension	ACTIVITY Have students decide whose opinion on the relationship of smoking to cancer they would value more — a physician or a cigarette manufacturer's. Explain that when an expert or authority gives reasons for an opinion in his or her field of special knowledge, those reasons are likely to be dependable. Give the students some opinionated statements and let them decide who would be best qualified to make those statements.
OBJECTIVE #3 The student will read and think interpretively/critically.	
SPECIFIC SKILL (S) J. Evaluate validity statements	
AREA Reading: Critical/Interpretive Comprehension	ACTIVITY 1. Give students a mystery to read. After reading, ask students to decide who the culprit is and give two supporting details from the story to support their choice. 2. Have students read a controversial passage (e.g., about a school issue that children can relate to) and give their opinion based on at least two details from the passage.
OBJECTIVE #3 The student will read and think interpretively/critically.	
SPECIFIC SKILL (S) K. Recognize supporting details	

ACTIVITY

1. Let students select a novel to read. Have each student write a summary of the book. These summaries could be put together in a book form and kept in the classroom for students to read or in the library for sharing.
2. Have each student summarize the stories in his reading book periodically.
3. Book Reviews

Put book reviews on note cards and place in library for other students to use as helpful hints for independent reading.

AREA

Reading: Critical/Interpretive Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

L. Summarize

ACTIVITY

1. Use list of analogies. Take first part of analogy and discuss the relationship of the two objects to each other. Then let students choose the second part of the analogy from a group of three.

Example:

- A. Black is to white as _____ is to _____.
 1. cold is to hot
 2. hot is to warm
 3. cold is to tea
- B. A dictionary is to words as an _____ is to maps.
- C. Low is to valley as high is to _____.
- D. Electricity is to television as _____ is to car.
- E. Washington, D. C. is to the USA as _____ is to France.
- F. North America is to Canada as _____ is to Brazil.
- G. Boy is to "son" as _____ is to "daughter."

See *Special Kid's Stuff*, pp. 55-58. District Education Library

2. See Appendix for a list of analogies.

AREA

Reading: Critical/Interpretive Comprehension

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

M. Interpret analogies

AREA	ACTIVITY
Reading: Critical/Interpretive Comprehension	1. Divide class into groups. Let each group design and make a learning center on the use of a particular propaganda technique. 2. Assign students to make up a product and then design and make a graphic/word advertisement for it. 3. Collect newspaper and magazine advertisements and display them on the bulletin board. Let students decide what propaganda technique they represent.
OBJECTIVE #3 The student will read and think interpretively/critically.	
SPECIFIC SKILL (S) N. Recognizing and evaluating propaganda techniques	

AREA	ACTIVITY
Reading: Reference Usage	Dictionary Stimulate interest in using the dictionary by displaying unfamiliar words on a bulletin board or as a "word of the week" in a corner of the room. Words such as: Absterge, carcharodon, dhow, googol, klompen, natator, plenitudinour, somnambulate, trogolodyte, etc. are curious enough to send students to the dictionary.
OBJECTIVE #4 The student will develop reference skills.	
SPECIFIC SKILL (S) A. Use dictionary	

ACTIVITY

1. Books

- a. Filmstrip. *The Book*, Eyegate Co.
- b. Filmstrip. *Parts of a Book* (Understanding the Library Series) BFA Co.
- c. Worksheet. *Study Skills for Information Retrieval: Cross-Reference and Annotated Card*, Barnes, Donald L., Allyn and Bacon, p. 32.

2. Magazines

- a. Worksheet. *Study Skills for Information Retrieval: Using Magazines*, Barnes, Donald L., Allyn and Bacon, p. 42,
- b. Write a letter subscribing to a magazine.

3. Scavenger Hunt. See Appendix.

AREA

Reading: Reference/Usage

OBJECTIVE #4

The student will develop reference skills

SPECIFIC SKILL (S)

B. Use parts of books and magazines

ACTIVITY

1. Encyclopedia

- a. Filmstrip. *Look It Up — To Get Information*, AVE Co.
- b. Transparency. *Basic Reference Tools*, Creative Visuals.
- c. The New Book of Knowledge Reading Activities Box.

AREA

Reading: Reference/Usage

OBJECTIVE #4

The student will develop reference skills.

SPECIFIC SKILL (S)

C. Use encyclopedia

AREA	ACTIVITY
Reading: Reference/Usage	1. Reader's Guide a. Poster. <i>The Reader's Guide to Periodical Literature</i>, The Perfection Form Co. b. Filmstrip. <i>Reader's Guide-Ready Reference</i>, Library Filmstrip Center c. Transparency. <i>Reader's Guide</i>, EBE #18. See Appendix
OBJECTIVE #4 The students will develop reference skills	
SPECIFIC SKILL (S) D. Reader's Guide	

AREA	ACTIVITY
Reading: Reference/Usage	1. Have students write a paragraph listing the books they have read. Have them also tell what kind of books they most enjoy. Using these paragraphs, make a list of the topics. Have the media specialist help you develop a list of books to be found in the media center on those topics. Allow time in the library for students to select books independently. 2. Develop an in-class library. 3. Rule of thumb: When you select a book, turn to the middle and read silently. Put your thumb on the table. Each time you miss a word, put a finger down. If you get all your fingers down on that one page, the book is too difficult. Source: <i>Newberry Curriculum Guide</i>
OBJECTIVE #4 The student will develop reference skills	
SPECIFIC SKILL (S) E. Select a book	

ACTIVITY

1. Ditto the word of a song as Harry Chapin's "Cat's in the Cradle." Have students decide if it is a poem. Relate poetry and music. (Rhythm, sounds, sensory images, rhyme, etc.)
2. Show students examples of a number of different kinds of poetry such as haiku, sonnet, ballad, limerick, narrative, etc. to show that poetry has a variety of forms.
3. Have students make a literary geographical bulletin board. Draw an outline map of the world on the bulletin board. Have students draw representative characters or put the name of the selection in the geographical spot of the setting or origin. This works well for fables, myths and tall tales.
4. Have students read a play silently, then aloud; then have them dramatize one scene.
5. Have students rewrite a short story into a play.
6. Have students read an essay to differentiate it from other literary forms. Discuss the usefulness of this form.
7. Create a bulletin board of famous essayists from all of literature since the essay is a less familiar form. Use photographs (Xeroxed from books) and titles of interesting and entertaining essays that students can locate and read on their own.
8. Feature an essay writing contest or participate in a community sponsored essay contest.

AREA

Reading: Literature

OBJECTIVE #5

The student will be able to analyze literature.

SPECIFIC SKILL (S)

- A. Recognize nature of information

AREA

Reading: Literature

OBJECTIVE #5

The student will be able to analyze literature.

SPECIFIC SKILL (S)

A. Recognize the nature of information

ACTIVITY

1. After reviewing the definition of biography, have students look through a pre-selected stack of books containing fiction, non-fiction, reference, and biography, and then identify the biographies. Review how they are marked on the shelves in the library and where they are located.

2. Discuss the word in segments
auto bio graph
self life write

Discuss how the word differs from "biography." Be sure that students see the difference.

3. Have students locate an autobiography and a biography from a list of famous people who have written their autobiography and been written about.

Example: Ben Franklin or Richard Nixon

Bring in the term *Memoirs* and how it relates to autobiography.

4. Put a list of book titles on the board. Include biographies, familiar fictional work and non-fictional titles. Have students categorize the titles.

5. Have students brainstorm situations where they would need to find an informational book.

Example: Science projects, cooking, how to do and make things, find a poem, etc.

6. Use a variety of magazines such as *Good Housekeeping*, *Redbook*, or *Reader's Digest* and have students find examples of these three modes of writing.

Examples:

1. "How-to Article"
2. First person narrative
3. Descriptive article such as a travelogue.

ACTIVITY

1. Create a bulletin board to reinforce teaching the elements: Use an algebraic equation with an explanation.

$$C_4 + N_1 + S_2 + P_1 + CH_2 + T_1 + C_1 = E$$

C_4 — Man vs. Man, himself, nature, fate (*conflict*)

N_1 — Definition of *narrator* and point of view

S_2 — *Setting* (time and place)

P_1 — Definition of *plot*

CH_2 — Major and minor *characters*

T_1 — Definition of *theme*

C_1 — Definition of *Climax*.

=

E — Element

Creative Bulletin Board, by Joanne G. Hornick

AREA

Reading: Literature

OBJECTIVE #5

The student will be able to analyze literature.

SPECIFIC SKILL (S)

B. Recognize structural elements

AREA	ACTIVITY
Reading: Literature	1. Explain and discuss simile, metaphor, personification, symbolism, exaggeration, irony, and idioms. Find examples of each to clarify meaning for students. 2. Have students write their own examples of the above.
OBJECTIVE #5 The student will be able to analyze literature.	3. Proverbs are useful for teaching figurative meaning (See appendix). A new proverb can be written on the board daily or weekly and discussed at a designated time. These can also be motivational topics for short compositions. 4. Because so many idioms have such a sharp visual image, students who enjoy drawing will enjoy illustrating and interpreting idioms. (This activity could be an optional choice from a list of projects within a unit of study.) If there are enough illustrated idioms, students might fill a bulletin board by themselves. Otherwise, they can be scattered across a bulletin board with other idioms written and explained but not illustrated.
SPECIFIC SKILL (S) C. Recognize and interpret rhetorical devices	In no time, a list far more comprehensive than the following should fill the chalkboard and/or bulletin board: don't put your eggs all in one basket how time flies stars in his/her eyes having a green thumb on pins and needles button your mouth raise the roof the cat's got your tongue that's the way the cookie crumbles in hot water be on cloud nine let the cat out of the bag

WRITING (Middle) (6-8)

ACTIVITY

1. To stimulate interest in penmanship, present a lesson on handwriting analysis (students enjoy seeing the signatures of famous people).
2. Copy a short paragraph every month for comparison and improvement of handwriting technique.
3. Have students prepare posters to review manuscript printing.
4. See Barbe checklist in appendix.

AREA

Writing: Handwriting

OBJECTIVE #1

The student will write legibly.

SPECIFIC SKILLS (S)

Manuscript and Cursive

ACTIVITY

1. When students are writing, have them circle words or leave blanks for words that they do not know how to spell or are not sure of. Then they can go back and consult a dictionary. They can also use these words to create their own personal spelling list.
2. Have students search the community for misspelled signs.
3. Commercial games such as Scrabble and Spello are fun and reinforce spelling skills.

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly.

SPECIFIC SKILLS (S)

A. Use correct spelling in writing

AREA	ACTIVITY
Writing: Mechanics	1. Have each member of the class select a newspaper article and circle words that are capitalized. On a separate sheet of paper have them write the list of capitalized words and beside each word tell why capital letters were used. 2. Have students write a friendly letter with no capitals; then have students swap papers and capitalize each other's letter.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly.	3. Have students complete activity "Write It Wrong." See appendix for specific instructions for this activity.
SPECIFIC SKILLS (S) B. Use correct capitalization in writing	

ACTIVITY

1. Use Victor Borge's records in which he punctuates verbally.
2. Sentence Shuffle
Ask students to role-play sentences. Print all words and punctuation marks on separate cards. Let students group themselves as various sentences in the front of the room.
3. From their writing, select examples of punctuation errors. Ditto these and let students find and correct errors.
4. Show students how a comma can change the meaning of a sentence.
Woman, without her man, is lost.
Woman! Without her, man is lost.
5. Use a newspaper. Let students proofread for punctuation errors.
6. Find newspaper or magazine articles with quotation marks. Have students underline the quotation and then rewrite it as an indirect quote.
7. Instruct students as follows:
Write a funny note to a close friend complaining about all the *nots* in your life. (I *cannot* stay up all night. We do *not* eat enough ice cream.)
When you have finished we will read your letters aloud. Then you will rewrite your *nots* using contractions.
8. Have students bring their reading books to class. Ask them to find ten examples of books, magazines, poems, stories, or plays that need to be underlined.
9. From black construction paper, cut large versions of the punctuation marks being studied. Prepare on a transparency three unpunctuated stories. Review with students the use of punctuation and explain any new rules. Pin the large punctuation marks to the front of volunteers. (Distinguish between the comma and apostrophe by placing the comma low and the apostrophe high.) Read through the first story together aloud, with each punctuation person bowing and saying his name when he is needed in the story. Repeat the story with new volunteers and a new story.
10. Orally read a selection which the students are reading at their desk that does not have punctuation marks. Have them put in punctuation as you read. They will see that punctuation in writing is a reflection of voice changes in speaking.

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly.

SPECIFIC SKILLS (S)

- C. Use correct punctuation in writing

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILLS (S)

A. Recognize nouns and their use

ACTIVITY

1. Divide the class into two teams. First member from Team A says any noun (school for example). The first member from Team B must give a noun beginning with the last letter of school for example, light. If #2 from Team A cannot think of a noun that begins with "T," #2 player from Team B has a chance. If a player gives a word that isn't a noun or does not give a noun that begins with the last letter of the previous word, he doesn't score. Each student answering correctly gains one point for his team.

2. Ask students to pick out nouns from their spelling list. If a noun is singular, make it plural. If it is plural, make it singular.

3. Give students a list of nouns. Have students decide if the noun is common, proper, or collective.

Variation: Have students write sentences containing common, proper, and collective nouns.

4. Have students bring in labels from different products. Discuss the ingredients listed and display the label. This is an often overlooked area of communication of which students need to be aware.

5. During the study of nouns, make a student-centered bulletin board. Have students locate and bring to class errors made in magazine and newspaper advertisements. Post on labeled board.

Look At These Mistakes Made By
Advertising Experts!



ACTIVITY

1. Bring in a sports story from the newspaper. Have students find the action verbs.
2. Use math formula to explain that if a subject and verb completer are the same, then the verb is a linking verb.

Sally is the president. Sally = president

Sally and John are the winners. Sally + John = winners

3. Have students write an autobiographical paragraph in which they must use forms of the verb *to be*.
4. Have students brainstorm and come up with a list of helping verbs and put them on a chart.
5. "Mr. ED the Regular Guy."
Any verb that forms its past participle with "ed" is a regular verb. Use this idea for a bulletin board.
6. Make a list of troublesome verbs. After reviewing the list, have students write a paragraph using correct forms of any five irregular verbs.
7. *Tense mean Time.*
8. Have students write a science fiction story using future tense.
9. Hand out a paragraph in which verbs have been left blank. At the bottom of the sheet, list both forms (singular and plural) of the needed verbs. Have students fill in the blank with the correct form.

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILLS (S)

B. Recognize verbs and their use

AREA	ACTIVITY
Writing: Usage/Grammar	1. As an introduction to pronouns, begin class by giving directions with no pronouns. Discuss the importance of pronouns in our language. 2. Give students a list of expressions such as "the Jacksons and us," "him and me," "he and she," and have students use them correctly in sentences of their own.
OBJECTIVE #3 The student will recognize and use words appropriately.	3. Use a bulletin board idea: "The Case of the Missing Pronouns" to teach nominative, and objective case of pronouns. <i>Creative Bulletin Boards</i>. 4. Use sentence combining exercises. See appendix. 5. Give students a paragraph that contains <i>no</i> pronouns. Have students rewrite the paragraph inserting correct pronouns. Discuss the paragraphs aloud. Let students decide if pronouns were used correctly.
SPECIFIC SKILLS (S) C. Recognize pronouns and their use	

AREA	ACTIVITY
Writing: Usage/Grammar	
OBJECTIVE #3 The student will recognize and use words appropriately.	Assign a number to each class member. Ask him to write the number in large numerals and pin it on himself. Ask students to cut a piece of notebook paper into small strips or squares, one for each class member. Each student then numbers his strips and writes on each strip one adjective to describe the classmate who is wearing the corresponding number. (Discourage negative descriptions.) The teacher or a student committee compiles all the adjectives for each class member, eliminates duplicates, and makes a list which can be read quickly. When the list of adjectives is read, the class tries to guess who the mystery person is.
SPECIFIC SKILLS (S) D. Recognize and use adverbs and adjectives	344

ACTIVITY

1. Use sentence combining activities to reinforce correct usage of conjunctions and prepositions. See appendix.
2. ETV series "Write Channel" is helpful in teaching sentence connectors.

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILLS (S)

F. Recognize and use connecting words

ACTIVITY

1. Ask students to write a story about an exciting or frightening experience using at least five interjections.
2. Have students look for interjections in newspapers, magazines or books.

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

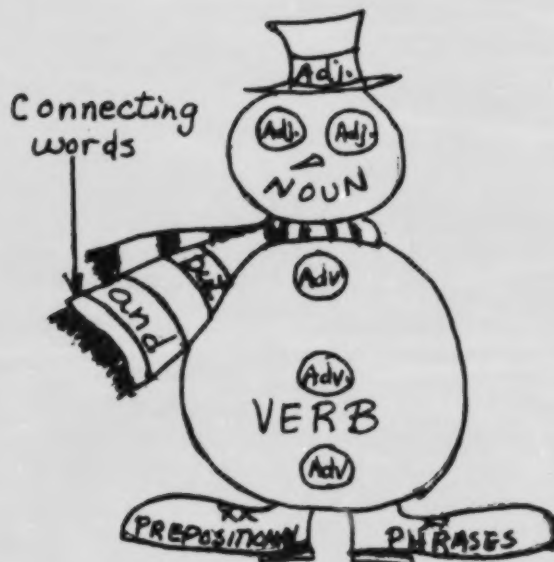
SPECIFIC SKILLS (S)

G. Recognize interjections

AREA	ACTIVITY
Writing: Composing	1. Dictate sentences to students emphasizing voice intonation. Have students identify the kinds of sentences. 2. Give interrogative, exclamatory, and imperative sentences and have students change them to statements. This can be reversed to change statements to questions.
OBJECTIVE #4 The student will express himself effectively in writing.	3. Let students sit on floor in a circle holding a piece of paper with their name at the top. The paper is to be passed to the left each time and each student writes a compliment in complete sentences for the student whose name is on the paper. When the owner gets his paper back, he will have a page full of interesting compliments. Teachers can do this with their students.
SPECIFIC SKILLS (S) A. Recognize and write complete sentences	

ACTIVITY

1. Bring in a flashlight. Take it apart and discuss the function of each part. Relate how parts of speech serve a function in a sentence.
2. Cover the bulletin board with blue paper. Cut materials to "build" a snowman, starting with two big, white circles. Make a hat, eyes, nose, boots, buttons, scarf. Ask students to think of the parallels between the parts of a sentence and the parts of a snowman. Show the parts for the snowman. Ask students to list on the board the "parts" of a sentence (nouns, verbs, adjectives, adverbs, structure words). Use a simple sentence as an example. Begin building by asking, "What are the principal parts of the sentence?" What are the principal parts of the snowman?" Continue until students have assembled both the snowman and the sentence. Ask students to choose a symbol or pictorial object to use for the same purpose and write several sentences that can be demonstrated using the parts of their object. Provide a bulletin board or special table where the finished materials may be placed for continued use.



Source: Newberry Language Arts Curriculum Guide

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILLS (S)

- A. Recognize and write complete sentences

AREA	ACTIVITY
Writing: Composing	SENTENCE STRUCTURE RACE
OBJECTIVE #4 The student will express himself effectively in writing.	1. The teacher directs the game. The class is divided into 4 groups with the same amount of students in each group. One envelope of the same number is given to each group. When the person directing the groups says go, the groups empty their envelopes. Each group is racing to be the first to correctly put the puzzle sentence together. When the group finishes, they raise their hands and the director checks with the key to see if the group is correct. If they are correct, the group receives one point. If the group is incorrect, the sentence is tried again by everyone. The group with the most points wins the game. All groups have to discuss their sentences in low voices and when a group finishes putting their sentence together, the group members quietly raise their hands. Other behavior will be disqualified. Example: "Have you ever read <i>Little Women</i>?"
SPECIFIC SKILLS (S) A. Recognize and write complete sentences	2. After each sentence, discuss the <i>structure and pattern</i> of each sentence. Additional: Discuss the type of sentence.

ACTIVITY

1. Cut five (or more) pieces of paper 12 x 36". Use a marker to print very simple sentences at the top of each sheet. Each student expands each one of the five sentences by adding his own words and phrases. He writes his expanded sentence under the original sentence on each sheet. As a follow-up activity, students may write their own simple sentences and trade with one another for more practice with expanding sentences.

Examples: He chased the man.
Mother cooked supper.
They walked downtown.
The girls had a party.

The team made a touchdown. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
--

2. Use sentence combining activities. See appendix for Write Channel.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILLS (S)

- A. Recognize and write complete sentences

ACTIVITY

1. Give student a list of fragments and run on sentences and have students correct them.
2. Bulletin board idea:

The Fatal Run-on

The day before yesterday I asked my teacher to read this, my English teacher, you know, and she began reading it and she read faster and faster and because there were no breaks in the sentence and she couldn't pause and catch her breath she started turning blue and very soon she fell flat on the floor and fainted.

Source: Creative Bulletin Board

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILLS (S)

- A. Recognize and correct fragments and run-ons

AREA
Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILLS (S)

- B. Write a well-organized composition

ACTIVITY

1. Writing is a process which is different from speaking. Writing requires more discipline, more organizational skills and is less spontaneous than the spoken word. The writing process does not begin with the actual writing of a composition. Groundwork has to be done to prepare for this process. The first step would seem to be generating and then organizing thoughts and ideas. This can be accomplished in several ways. Brainstorming, listening, and talking are prewriting techniques. They serve to stimulate the student's thinking. This, in turn, triggers the writing process.
2. To begin teaching outlining, give students a paragraph and a predesigned outline form that fits the paragraph. Have students fill in main topics and subtopics. After mastery, students should be able to outline without the predesigned form.
Extend this approach with longer selections.
3. Content areas such as science and social studies lend themselves to teaching outlining skills.
4. Revision skills can be introduced by projecting students' writing on a screen and having the entire class, with the teacher's help, edit the compositions.
5. Let students, working in pairs or groups, edit each other's papers. Then each student would rewrite his paper in a final form to be evaluated.
6. Pair students and have one of the pair read the other's paper aloud. He stops when something sounds incorrect to either one. Students begin to be more aware of correct sound of standard English.
7. See Appendix.

ACTIVITY

1. Have students draw a paragraph with lines, to see the correct form with indentions, margins, and multiple sentences.

2. Give students a "How-To" assignment. Use prewriting technique of listing the steps in the process. Be sure students have steps in the right order.

Possible Topics:

How to make a peanut butter and jelly sandwich

How to change a tire

How to get to your house

How to build a sand castle

How to bake cookies

3. Tell students to write a paragraph describing a possession they want to sell. They should have at least four details that describe it.
4. Have students divide into two groups to write paragraphs *for or against* the following statement: School is unimportant. Ask students to give facts as well as opinion in developing their arguments *pro or con*.
5. Bring a filmstrip projector to class. Have students, as a class, discuss the steps involved in threading the projector. List the steps on the board. Then discuss transition words and put this list of possible words on the board: first, next, then, etc. Have students write a paragraph using these steps and transition words on how to thread a filmstrip projector. Let a student read his aloud and another student actually follow his directions to see if it works.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILLS (S)

- B. Write a well-organized composition

AREA	ACTIVITY
Writing: Composing	<i>Narrative</i> 1. Give students the following directions: "Look carefully at your hands and find a scar. Draw the scar on the hand below. Then, inside the hand, tell the whole story of how you got the scar. If you do not have a scar, make up a good story about an imaginary scar." Draw a large hand on a sheet of paper for the student to write in.
OBJECTIVE #4 The student will express himself effectively in writing.	2. See sample writing prompts from State Department. <i>Descriptive</i> 3. Have students describe their "dream" bedroom. 4. See sample writing prompts in <i>The Writing T & T</i>.
SPECIFIC SKILLS (S) C. Write in four modes	<i>Expository</i> 5. See various ways of developing a paragraph and use logical sequence in paragraphs. Also see sample writing prompts. 6. On a file folder panel have each student paste a display of pictures reflecting his own personality. On another face of the folder have him attach a composition which explains his creation. When folders are completed, display them (names hidden) on a bulletin board entitled "Guess Who." Folders can then be taken down and used for filing writing samples and other materials for storing. <i>Persuasive</i> 7. Have students write a letter to their parents. The purpose of the letter is to persuade the parents to allow the student to attend a party or to persuade the parents to allow the student to have a telephone in his own room.

ACTIVITY

1. Provide opportunities for students to keep a journal for 9 weeks.
2. Allow students to compile original student anthologies of poetry.
3. As various forms are studied, have students try their hand at writing each.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILLS (S)

D. Write in various forms.

AREA

Writing: Composing

1. Applications: See Appendix for application forms.
2. Letters:
Business — Have students write the President, a Congressman, Senators, etc. expressing opinions on relevant issues.
3. Friendly — Write pen pals. *Weekly Reader* can provide pen pals, addresses. Exchange letters between classes or schools.
4. Social Notes:
After Christmas have students write thank-you notes for presents received. Write an invitation to a guest speaker or to someone to visit the class.
5. Employers are now requiring job applicants to write a brief paragraph stating why they want a particular job.

A. After doing a job application form in class, have students write a succinct paragraph stating why they want a particular job.

B. Have personnel manager from some local business serve as a resource speaker. Let personnel manager critique several of the written paragraphs.

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILLS (S)

E. Write for practical use

LISTENING (Middle) (6-8)

ACTIVITY

1. Go over and discuss with students the Rules for Good Listener Behavior. (See Appendix)

AREA

Listening: Behavior

OBJECTIVE #1

The student will exhibit good listening behavior.

SPECIFIC SKILL (S)

The student will exhibit good listening behavior

ACTIVITY

1. The teacher can make a tape of a list of similarly pronounced words. (i.e., feel, fill; want, won't; well, we'll; pen, pin; etc.) Have the students listen and distinguish between the pairs of words. This could be done verbally or in writing.

AREA

Listening: Speech Sounds

OBJECTIVE #2

The student will differentiate sounds.

SPECIFIC SKILL (S)

- A. Distinguish between sounds in closely pronounced words

AREA Listening: Speech Sounds	ACTIVITY 1. See if your library has some dialect records. Also check for records of stories that include dialect. 2. Have students brainstorm TV shows that have dialect, e.g., "HeeHaw," "Alice," etc., and discuss differences among dialects.
OBJECTIVE #2 The student will differentiate sounds.	
SPECIFIC SKILL (S) B. Differentiate dialects	
AREA Listening: Speech Sounds	ACTIVITY C-1. Use a teacher-made audio-taped list of sentences in which endings (e.g., -ed, s, 's, -ing) are omitted or slurred. Have students identify these unconventional pronunciations and pronounce them in the conventional way. Example: libary - library athelete - athlete
OBJECTIVE #2 The student will differentiate sounds.	D-2. See Reading Objective 5, Skill A and adapt to listening.
SPECIFIC SKILL (S) C.&D. Identify unconventional pronunciations	

ACTIVITY

1. Give the following directions to the class:

"I would like you to give me directions to do various jobs. You must tell me each step to take, and I will do exactly as you direct me."

Call on one child at a time to direct you to do such tasks as:

- a) Erase a certain section of the board.
- b) Raise or lower a window or window shade.
- c) Open or shut a door.
- d) Take a specific book from a shelf.
- e) Sharpen a pencil.
- f) Walk to a specific spot in the classroom.
- g) Dust a table.
- h) Measure the length of your desk.
- i) Draw a square on the board.
- j) Put on a coat or a sweater.

The object of this activity is to help students give precise, thorough, and readily understandable directions. If a child gives vague directions, perform the task incorrectly. If he says, for example, "Walk to the board," walk to an area where there is nothing to erase, or stand with your back to the board, etc.

AREA

Listening: Literal

OBJECTIVE #3

The student will listen literally.

SPECIFIC SKILL (S)

A. Follow directions

ACTIVITY

1. See Listening for Main Idea.
2. Ask students questions that would require them to recall specific details about the selection.

AREA

Listening: Literal

OBJECTIVE #3

The student will listen literally.

SPECIFIC SKILL (S)

B. Recall specific details

AREA Listening: Literal	ACTIVITY 1. Show a filmstrip of a short story. After the filmstrip, give the class the events from the story in scrambled form on the board. The students must orally tell what happened in the correct sequence. This can be done in pairs or as a class.
OBJECTIVE #3 The student will listen literally.	
SPECIFIC SKILL (S) C. Arrange sequentially	
AREA Listening: Interpretive/Critical	ACTIVITY 1. Read to the class an open-ended story or leave out the ending of a short story and let the students predict the outcome orally or in writing.
OBJECTIVE #4 The student will listen interpretively/critically.	
SPECIFIC SKILL (S) A. Predict Outcomes	358

ACTIVITY

1. Assign a TV program or radio program for the class to listen to. Have students summarize the program orally or in writing.

AREA

Listening: Interpretive/Critical

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

B. Summarize

ACTIVITY

1. Have students listen to a recording of "The Tell-Tale Heart" by Edgar Allen Poe or read it to them. Ask students questions about the main character such as:

What "sickness" was the main character suffering from? Where do you think the main character was when he was telling the story? (place)

AREA

Listening: Interpretive/Critical

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

C. Make inferences

AREA	ACTIVITY
Listening: Interpretive/Critical	Use clozure to have students provide the correct response in oral sentences. Example: The car overheated because there was no water in the ____.
OBJECTIVE #4 The student will listen interpretively/critically.	
SPECIFIC SKILL (S) D. Use context clues in listening	

AREA	ACTIVITY
Listening: Interpretive/Critical	1. An excellent source is Troll and Assoc. tapes. These include biography, tall tales, short stories, etc., and they are relatively inexpensive. 2. Read aloud to class and then ask them questions about the main idea of the selection.
OBJECTIVE #4 The student will listen interpretively/critically.	
SPECIFIC SKILL (S) E. Listen for main idea	

360

ACTIVITY

1. Make a tape of a collection of statements. Include statements of fact, opinion, and those containing both. This tape can be played to a group or to individuals to sharpen their discriminating ability. Have them distinguish between fact and opinion statements.
2. Discuss the characteristics of fact and opinion. Opinions are based on experiences and personal opinions, but facts can be proven. Have students brainstorm and make up their own statements of fact and opinion.

AREA

Listening: Interpretive/Critical

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

F. Distinguish Fact and Opinion

ACTIVITY

1. Adapt Reading, Objective 5 Skill A2 activity to listening.
2. Read a story to students. Discuss whether the story is fiction or nonfiction. Discuss realism and fantasy by having students point out the parts of the story that are realistic and the parts that are fantastic.

AREA

Listening: Interpretive/Critical

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

G. Recognize Fiction

AREA Listening: Interpretive/Critical	ACTIVITY See activity #2 under Reading, Objective 3 Skill N. Extend this by having students present an oral advertisement or commercial for their original product. These would be presented to the class.
OBJECTIVE #4 The student will listen interpretively/critically.	
SPECIFIC SKILL (S) H. Recognize propaganda techniques.	
AREA Listening: Interpretive/Critical	ACTIVITY 1. Role play a staged conversation including obvious irrelevant statements. Have students listen and identify the number of irrelevant statements. Go through the conversation a second time and discuss each irrelevant statement.
OBJECTIVE #4 The student will listen interpretively/critically.	
SPECIFIC SKILL (S) I. Recognize relevance to the topic	362

SPEAKING (Middle) (6-8)

ACTIVITY

1. Have students tape or read to the class a selection demonstrating distinct pronunciation of all words.
2. Use tongue twisters to work on precise pronunciation.
3. See Intermediate Activities for Speaking Objective 1.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression.

SPECIFIC SKILL (S)

A. Use verbal skills

ACTIVITY

1. Have students practice reading a selection or saying a short speech in front of a mirror.
2. Have students read a newspaper article to the class as a television newscaster would present it to the television audience using effective eye contact.
3. Role play an interview situation and be sure students maintain eye contact with the person being interviewed.
4. Have students give a demonstration talk about a physical activity or skill using effective motions and body language to convey their message.

Examples: Swimming
Shooting a basketball
Swinging a tennis racket

5. Discuss the importance of body language in communication. We can convey messages without saying anything. Role playing situations in which body language transmits a message could be useful.
6. Discuss what gestures are and how they can add or detract from speaking.
7. Have students give a short talk but tell them that they are not allowed to use any facial expressions at all. They could then give the same talk using effective facial expressions and let the audience compare the two talks.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression.

SPECIFIC SKILL (S)

B. Use nonverbal skills

AREA	ACTIVITY
Speaking: Delivery	Conduct a class discussion in which students become aware of the way they talk in different situations. Example: Playground Dinner Table Classroom Formal speech to a group.
OBJECTIVE #1 The student will develop effective techniques of expression.	
SPECIFIC SKILL (S) C. Use language and pronunciations suited to the speaker and the context	

AREA	ACTIVITY
Speaking: Informal Expression	1. Southern Bell provides instructional materials for use in teaching the proper use of the telephone.
OBJECTIVE #2 The student will express himself effectively in informal situations.	
SPECIFIC SKILL (S) A. Use telephone properly	

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ACTIVITY

1. Have students take turns giving oral directions to their house.
2. Bring in a menu from a restaurant and have students role play ordering from the menu.
3. Discuss the importance of knowing when to listen and when to speak. Ask students to think of someone they enjoy talking to. Ask them to try to determine what it is about that person that makes him easy to talk to.

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations.

SPECIFIC SKILL (S)

- B. Express himself in general conversation

ACTIVITY

1. Have students brainstorm situations in which summarizing accurately and quickly is very important.

Example: A. A hospital situation in which a nurse has to tell a doctor about an emergency situation.

Example: B. A call to the fire department to report a fire.

2. Role play situations that call for clear thinking and speaking.

Example: A. Talking to a telephone operator.

Example: B. Asking for directions if one is lost.

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations.

SPECIFIC SKILL (S)

- C. Emergency situations

AREA Speaking: Informal Expression	ACTIVITY 1. Films and other material are available from Southern Bell on social situations. 2. Have students introduce themselves to the class. 3. Role play introducing their parents to their friends, or teachers, etc.
OBJECTIVE #2 The student will express himself effectively in informal situations.	
SPECIFIC SKILL (S) D. Express himself in introductions	
AREA Speaking: Informal Expression	ACTIVITY 1. Tape a class session without the class knowing. Play the tape for the class and have students identify incidents of interruption, monopolizing the conversation, irrelevant remarks, etc. Tape a class session after the discussion as a follow-up and compare the two.
OBJECTIVE #2 The student will express himself effectively in informal situations.	2. Seat students in a circle with the teacher <i>outside</i> of the group. Give them directions: “You are to figure out the average height in feet and inches of the members of this group. If you don’t know your exact height then give an estimate. You must all agree on your answer and appoint someone to submit it to the teacher.” Repeat the directions if needed then stay away from the group — do not talk to the group until the problem is solved.
SPECIFIC SKILL (S) E. Participate in group discussions	

ACTIVITY

1. Provide opportunities for students to share information orally, such as:
 - a. Book Reports (Interview author or a character)
 - b. Oral reports on various topics (also other subject areas)
 - c. Speech contests
 - d. Debates
 - e. Panel discussions
 - f. Radio shows
- See Appendix

AREA

Speaking: Formal Expression

OBJECTIVE #3

The student will express himself effectively in formal situations.

SPECIFIC SKILL (S)

- A. Organize and present a prepared speech

REFERENCE/STUDY/MEDIA (Middle) (6-8)

ACTIVITY

1. Draw a map of the media center and have students label the various sections.
2. Have media center personnel wear name tags for identification at the beginning of school.

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedure of the media center.

SPECIFIC SKILL (S)

- A. Participate in media center orientation

ACTIVITY

See student handbook or media staff for list of rules and procedures. Review these with students early in the school year.

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedure of the media center.

SPECIFIC SKILL (S)

- B. Demonstrate an awareness of the media center rules and procedures

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AREA	ACTIVITY
Reference/Study/Media	Give students a list of materials to locate in the library (eg., book titles, authors, records, filmstrips, etc.) and have them answer questions on a worksheet. Example: 1. Is there a filmstrip on Louisa May Alcott? 2. How many books in the library were written by Louisa May Alcott? 3. If there is a biography of Louisa May Alcott, what is the title?
OBJECTIVE #2 The student will recognize and use media materials appropriate to complete tasks.	
SPECIFIC SKILL (S) A. Locate material independently by using the card catalog.	

AREA	ACTIVITY
Reference/Study/Media	1. Card Catalog a. <i>Study Skills for Information Retrieval</i>, Barnes, Donald L. Allyn and Bacon, p. 31 b. Eyegate Visual Card Catalog c. Crossword Puzzle. <i>Author-Author</i>, Librarians' Newsletter, June 1981.
OBJECTIVE #2 The student will recognize and use media materials appropriate to complete tasks.	
SPECIFIC SKILL (S) B. Demonstrate use of the card catalog and classification system.	

ACTIVITY	AREA
1. Atlas a. Transparency. Define an Atlas, EBE b. Worksheet. <i>Study Skills for Information Retrieval</i>, Barnes, Donald L., Allyn and Bacon, p. 51. 2. Almanac a. Filmstrip. <i>World Almanac</i>, World Almanac Co. b. Activity Packet. World Almanac Co.	Reference/Study/Media
3. Newspaper a. Filmstrip. <i>Profile of a Newspaper</i>, Spectrum Educational Media. b. Worksheet. <i>Study Skills for Information Retrieval: Newspapers</i>, Barnes, Donald L., Allyn and Bacon, p. 46 4. Other References Material a. Cassette tape/Worksheet. <i>The Library Skill Box: How to Find Reference Materials</i>, ERS Co. b. Worksheet. <i>Reference Section: Using the Library</i>, ESP Co., p. 4 c. Using <i>The Bookbinder</i>, locate the titles for 3 books dealing with divorce. d. Using <i>The Milton Cross New Encyclopedia of the Great Composers and Their Music</i> list 3 composers, where they lived and what type of music they composed. e. Transparency. <i>Library Reference Skills # 16</i>, EBE f. Question Sheet. <i>Webster's Biographical Dictionary</i>. (Fulmer) g. See Reading (Objective #4).	OBJECTIVE #2 The student will recognize and use media materials to complete tasks.
	SPECIFIC SKILLS (S) D. Demonstrate the ability to use general and specific indexes

ACTIVITY	AREA
1. See Reader's Guide activities 2. Assign articles on various topics in current periodicals and have students summarize and report on their findings. 3. See Appendix for "Double Delight."	Reference/Study/Media
	OBJECTIVE #2 The student will recognize and use media materials appropriate to complete tasks.
	SPECIFIC SKILL (S) D. Locate and use periodicals

AREA	ACTIVITY
Reference/Study/Media	1. <i>Books</i> a. Filmstrip. <i>The Book</i>, Eyegate Co. b. Filmstrip. <i>Parts of a Book</i> (Understanding the Library Series) BFA Co. 2. <i>Magazines</i> a. Worksheet. <i>Study Skills for Information Retrieval: Using Magazines</i>, Barnes, Donald L., Allyn and Bacon, p. 42 b. Write a letter subscribing to a magazine.
OBJECTIVE #2 The student will recognize and use media materials appropriate to complete tasks.	
SPECIFIC SKILL (S) E. Apply skills of using parts of books and magazines	
AREA	ACTIVITY
Reference/Study/Media	Students should be afforded opportunities to apply research skills by writing or constructing a product e.g., simple research paper, poster, project, etc.) This product is the final step built on the skills of note-taking, making outlines, summarizing, etc. It should include information gathered and a bibliography of sources. As a first step to this project, help students to see how important it is to focus on a specific topic. Example: "World War II" is much too broad. "The African Campaign" of World War II is much more manageable.
OBJECTIVE #3 The student will utilize sources available in the media center demonstrating his ability to organize, interpret, and critically evaluate these data from personal and classroom experience.	
SPECIFIC SKILL (S) A. Choose and limit a topic	

ACTIVITY

1. Worksheet. *Study Skills for Information Retrieval: Cross Reference and Annotated Cards*, Barnes, Donald L., Allyn and Bacon, p. 32.

AREA

Reference/Study/Media

OBJECTIVE #3

The student will utilize sources available in the media center demonstrating his ability to organize, interpret, and critically evaluate these data from personal and classroom experience.

SPECIFIC SKILL (S)

- B. Locate and organize materials on a specific topic

ACTIVITY

1. Filmstrip. *Think, Listen, and Learn*, Troll Associates
2. See Reading: Interpretive/Critical Reading and Thinking (Summarize)
3. See Listening: Interpretive/Critical Listening (Summarize what was heard)
4. Play a recording of a speech and ask a volunteer to tell the class what the speaker said.
5. Give students simple passages to paraphrase. Let them divide into small groups and share efforts, checking content accuracy. Use newspaper articles, *Reader's Digest* articles, written directions, etc.

AREA

Reference/Study/Media

OBJECTIVE #3

The student will utilize sources available in the media center demonstrating his ability to organize, interpret, and critically evaluate these data from personal and classroom experience.

SPECIFIC SKILL (S)

- C. Summarize and Paraphrase

AREA Reference/Study/Media	ACTIVITY 1. Skimming — Teach and demonstrate. Read headings, topic sentences, introductory and concluding paragraphs, key words and phrases to get a general impression of the selections. 2. Scanning — Teach scanning. Have students look for a specific fact as in a dictionary, almanac, index or telephone directory. 3. See Reading: Literal Comprehension: Vary reading rates and methods according to purpose and difficulty of material.
OBJECTIVE #3 The student will utilize sources available in the media center demonstrating his ability to organize, interpret, and critically evaluate these data from personal and classroom experience.	
SPECIFIC SKILL (S) D. Apply skimming and scanning skills to reference materials	
AREA Reference/Study/Media	ACTIVITY 1. These skills are to be taught in the classroom (See Reference/Study/Media Objective #4). Students should be given the opportunity to apply the skills in the media center when working on research products.
OBJECTIVE #3 The student will utilize sources available in the media center demonstrating his ability to organize, interpret, and critically evaluate these data from personal and classroom experience.	
SPECIFIC SKILL (S) E. Take notes and make outlines	375

ACTIVITY

1. This skill is to be taught in the classroom. Students should be given the opportunity to apply this skill in the media center when working on research products.

AREA

Reference/Study/Media

OBJECTIVE #3

The student will utilize sources available in the media center demonstrating his ability to organize, interpret, and critically evaluate these data from personal and classroom experience.

SPECIFIC SKILL (S)

F. Compile a simple bibliography

ACTIVITY

(Charts, Graphs, Tables, Diagrams, and Maps)

1. Provide a travel map for each student. Have students choose a destination point and a departure point; have them draw the route for a trip. After drawing the route, the students can record a plan for his trip on a sheet of paper, including directions, distances, and names of places to be seen on the trip.
2. Collect a variety of diagrams, circle graphs, and bar graphs or students could be directed to bring their history or science books. Reference tables could be included from such books as *World Almanac*. Have students make up questions related to diagrams and graphs.
3. Prepare any type of survey or opinion poll on ditto. Have students poll and compile the results. Work with them to prepare a graph or chart which represents the information collected.

AREA

Reference/Study/Media

OBJECTIVE #3

The student will utilize sources available in the media center demonstrating his ability to organize, interpret, and critically evaluate these data from personal and classroom experience.

SPECIFIC SKILL (S)

G. Interpret data

AREA Reference/Study/Media	ACTIVITY 1. Transparency. <i>Organizing Information</i>, Creative Visuals, p. 21. 2. <i>Teach students how to take notes.</i> Write the following passage on the board, overhead, or ditto: "Every year people are cheated out of great amounts of money through false mail-order schemes." Then give students the following note, reducing the sentence to its essence: using mail wrongly cheats taxpayers. Compare and discuss. Give students some basic guidelines to follow in taking notes: 1) If possible, read or hear the passage in its <i>entirety</i> before attempting to take notes; 2) retain the main idea; omit the "trimmings," 3) Find key words in sentences (subject and verb). Paraphrasing is an initial step in notetaking. Students who lack this skill will probably need more illustrations and explanations before taking notes of their own. See Appendix for article on "How to Take Copying Out of Report Writing."
OBJECTIVE #4 The student will organize information for studying.	
SPECIFIC SKILL (S) A. Take Notes	

AREA Reference/Study/Media	ACTIVITY 1. Transparency/workbook. Outlining Skills, VMI Co. 2. Transparency, <i>Organizing Information</i>, Creative Visuals, p. 21. 3. See Writing: Outlines See Appendix
OBJECTIVE #4 The student will organize information for studying.	
SPECIFIC SKILL (S) B. Make Outlines	

ACTIVITY

1. SQ3R — See Appendix for explanation of the SQ3R method.
2. Discuss time-budgeting with students. Have them prepare a pie graph of a 24 hour period, dividing it into hours and labeling how they spend these hours: Discuss the importance of studying a little each day rather than trying to "cram" before a test.

AREA

Reference/Study/Media

OBJECTIVE #4

The student will organize information for studying.

SPECIFIC SKILL (S)

C. Use basic study techniques

ACTIVITY

1. Offer students opportunities to answer test questions of various types (multiple choice, fill in the blanks, matching, analogies, identification, essay, etc.)
2. Discuss with students the process of eliminating answers for multiple choice questions, especially in items in which one of the options is "best possible answer."
3. Distribute sample questions of identification, "answer in complete sentence," and essay.
 - Discuss how to give answers to identification questions that are clear, concise and complete in form.
 - Discuss how to incorporate part of the question into the answer to form a complete sentence.
 - Discuss how to organize essay question information into a coherent, complete answer.
4. Give the students practice in working within time limits by having them calculate how much time each student would allocate to the various portions of each test.

Discuss:

Situation 1. The test consists of 40 T-F questions. You have 20 minutes to complete the test.

Situation 2. The test consists of 4 essay questions. You have 20 minutes to complete the test.

Situation 3. The test consists of 30 multiple choice questions. You have 50 minutes to complete the test.

AREA

Reference/Study/Media

OBJECTIVE #4

The student will organize information for studying.

SPECIFIC SKILL (S)

D. Apply test-taking strategies

AREA Reference/Study/Media	ACTIVITY
OBJECTIVE #5 The student will recognize and use print and nonprint media.	VIDEO 1. Book. <i>Introducing the Single-Camera VTR System</i>, Mattingly, Grayson, Charles Scribners Sons. p. 16-17. 2. See Writing: Sequence 3. Work with Media Center staff to instruct students how to use filmstrip projector, film projector, and filmstrip previewers. AUDIO 1. Work with Media Center staff to instruct students how to use cassette players, record players, tape recorders, and earphones.
SPECIFIC SKILL (S) A. Operate equipment for listening, production, and presentation of information	

AREA Reference/Study/Media	ACTIVITY
OBJECTIVE #5 The student will recognize and use print and nonprint media.	1. Reference Materials a. Filmstrip. <i>Producing a Sound/Slide Program</i>, Educational Filmstrip. b. Book. <i>Doing the Media</i>, Laybourne, Kit (Ed.), ALA, p. 24. c. Filmstrip. <i>Lettering Series</i>, Barr Films. d. Book. <i>Drawing with Markers</i>, Welling, Richard, Watson-Guptill Pub. e. Book. <i>How to Prepare Visual Materials for School Use</i>, Horn, George F., Davis Publications. 2. This activity can be incorporated into all subject areas and all areas of the language arts program. Example: Making posters and bulletin boards Learning Centers Mobiles Folders etc.
SPECIFIC SKILL (S) B. Present information and creative ideas through student designed and produced media project	

ACTIVITY

RADIO

1. Discuss how radio and television differ in what they broadcast.
2. Have students make a survey of what radio stations are listened to by middle school students and organize information into a graph or chart.

TELEVISION

3. Have students compare and contrast a news report made in radio, television, and newspaper.
4. Some commercial television networks provide study guides for special shows. Some commercial shows can be used to point out dialect.
5. Have students fill in a pie graph of how much time they spend during a 24-hour period on various activities including watching television. Use this as a catalyst for discussion of influence of television.

FILMS

6. Compile a list of students' favorite films. Analyze what they like about these films. What makes them good.
7. Have students make an advertising poster on a recent film they have seen.

AREA

Reference/Study/Media

OBJECTIVE #6

The student will analyze print and nonprint media and their unique effect on their audience.

SPECIFIC SKILL (S)

330

HIGH SCHOOL ACTIVITIES

READING (High School) (9-12)

ACTIVITY	AREA
1. Bring potentially poisonous products to school (furniture polish, nail polish remover, oven cleaner, etc.) Have students examine labels and make a list of unfamiliar terms, such as toxic, antidote, combustible. Compile a master list for the whole class. Have students pronounce terms and learn definitions. (Speakers are available from the Poison Control Center.)	Reading: Decoding/Word Meaning
2. The Basic Skills Word List can be used for the following activities: a. Review for tests by making flash cards of vocabulary words with definitions on the back. Hold definitions up for the class to see while they write them, or turn card over and show vocabulary word; students write the definition. b. Play Bingo using vocabulary words.	OBJECTIVE #1 The student will decode words and determine meanings.
c. Have students act out meanings of words in front of the class. Nouns and verbs are especially suited to this exercise. d. Have students make up their own crossword puzzles using vocabulary words.	SPECIFIC SKILL (S) A. Use sight words

ACTIVITY	AREA
1. Give students an exercise which contains familiar words used in unfamiliar ways. Use context clues to figure out word meaning intended. Example: Because we were <i>dogging</i> it, the coach ordered us to run extra laps.	Reading: Decoding/Word Meaning
2. Give students a group of sentences which contain underlined, unfamiliar words. Below each sentence, give three words or phrases. Have students choose correct meaning for underlined word. Example: The guests at our neighborhood party were very <u>jovial</u>. They laughed and joked all afternoon. quiet merry angry	OBJECTIVE #1 The student will decode words and determine meanings.
	SPECIFIC SKILL (S) B. Use Context Clues

AREA	ACTIVITY
Reading: Decoding/Word Meaning	1. Use sample SAT tests for practice with synonyms and antonyms.
OBJECTIVE #1 The student will decode words and determine meanings.	
SPECIFIC SKILL (S) C. Use word relationships (synonyms, antonyms, etc.)	

AREA	ACTIVITY
Reading: Decoding/Word Meaning	1. Divide the class into two or more teams. Allot a prescribed amount of time for teams to use as many words as they can that begin with a prefix below: un, re, in, de, ex, con, pre, trans. When time is up, share answers to determine whether students actually used prefixes correctly. 2. Ask students to cut a head for a worm and write a root word on it; then, they may add a section to the worm for each new word that can be made by adding prefixes and suffixes.
OBJECTIVE #1 The student will decode words and determine meanings.	Example: 
SPECIFIC SKILL (S) D. Use Structural Analysis	3. Give students the meaning of the prefix <i>trans</i> ; then have them brainstorm words having this same prefix. Discuss each new word, the meaning, and its relation to the prefix <i>trans</i> .

ACTIVITY

1. On the board or on a ditto, place several words with similar denotations: woman, lady, female, girl, chick, broad. Then have students decide who would use each term, in what context they would use it, how various women would regard being called by each term, to what extent each term is favorable/unfavorable.
2. Have students look at a word (exhausted, disaster, fragile, liberty) and draw the first picture that comes to mind. Compare the pictures drawn by students. Then introduce the word, "connotation."
3. Colors may have many different connotations. Students list colors and their connotations.

Example: Green: envy, sour, money

Blue: _____, _____, _____

See Appendix

AREA

Reading: Decoding/Word Meaning

OBJECTIVE #1

The student will decode words and determine meanings.

SPECIFIC SKILL (S)

E. Distinguish Connotation/-
Denotation

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

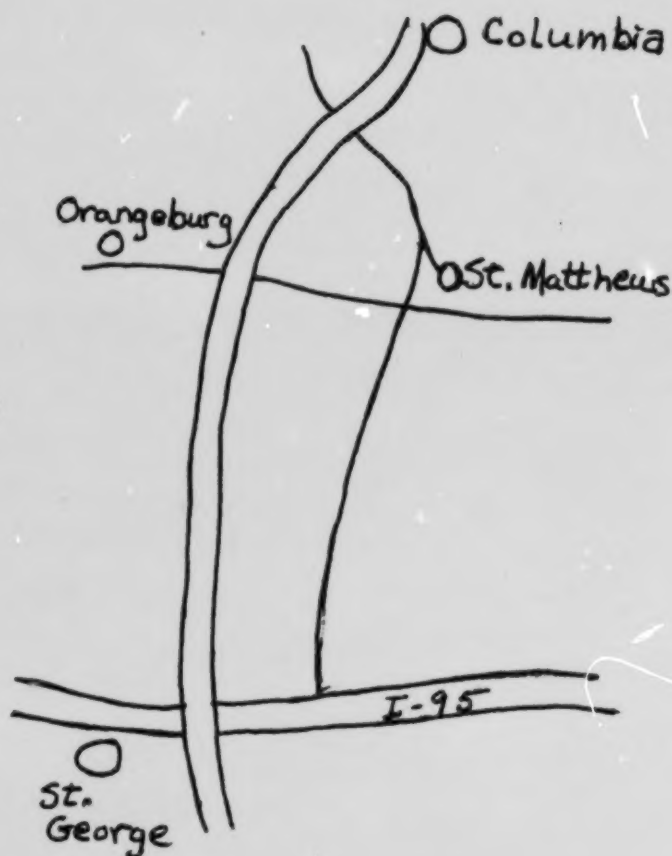
SPECIFIC SKILL (S)

A. Read and follow directions.

ACTIVITY

1. Divide the class into several groups. Give students recipes and ingredients and have them prepare them. If done in the home economics department, recipes can involve cooking. If not, recipes can be for punch, salads, sandwiches.
2. Give students written directions on making and flying paper airplanes.
3. Have students plot from one point on a map to another; they are not to begin this exercise until after they have read a complete set of directions. (The last sentence of the directions should read: "Do not actually begin, however, until a signal is given.")

Sample Map:



ACTIVITY

1. After reading a short story, students are given a paragraph describing a character in the story. Include extraneous details about the character. Students will eliminate those details that do not describe the character and re-write the paragraph including only those details that describe him.
2. Have students read an article carefully, looking for a specific detail. For example, "Note details about road conditions at the time of the accident." At the end of the article, give a list of numbered statements about that specific detail. Students are to answer yes if statement is true according to the article; answer no if it is false.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

B. Recall specific details

ACTIVITY

1. Have students read a short story. Scramble the sequence of events on another sheet of paper. Have students number the details in correct sequence (or re-write the entire list in correct order).
2. Cut up sentences of a paragraph and then have students work in pairs to reassemble the paragraph in the correct sequence.
3. For advanced students, the above activity can be done by using topics such as, trace food in the digestive tract or trace steps involved to get a bill passed.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

C. Recall and plot sequence of events.

AREA Reading: Literal Comprehension	ACTIVITY 1. Type up a sheet of poems, e.g., humorous poems such as those in <i>Where the Sidewalk Ends</i> by Shel Silverstein. Divide the class into groups and assign one poem to each group. Each group is to present the poem orally to the class. They can act it out, have individual lines, recite together, etc. 2. Let students record themselves in choral readings or reading roles in plays.
OBJECTIVE #2 The student will literally comprehend what he reads.	3. Read a paragraph aloud to students in which phrasing is unlike that used in everyday speech. Then give them a ditto on which the paragraph is printed as it was spoken. Ask students to re-order the paragraph, correcting the phrasing. Then selected students can read their revised paragraphs aloud. Example: <i>Original</i> I went to the store to buy a gift for my mother. <i>Revised</i> I went to the store to buy a gift for my mother.
SPECIFIC SKILL (S) D. Read aloud with Fluency and Expression	

AREA Reading: Literal Comprehension	ACTIVITY 1. Give each student the front page of a newspaper. Direct students to read for different purposes, e.g., to find who, what, when, where, and why; for supporting details; to locate a statistic or number. Be sure students first understand the terms <i>skimming</i> (reading headlines, captions, first or last paragraphs) and <i>scanning</i> (looking for a specific fact).
OBJECTIVE #2 The student will literally comprehend what he reads.	2. On a ditto, give students paragraphs of increasing difficulty. Time students' reading of each paragraph by number of words per minute. (Divide the number of words by the number of seconds it took to read and multiply by 60). Emphasize that the number of thoughts on a page is more important than the number of words read.
SPECIFIC SKILL (S) E. Vary rate and method	

ACTIVITY

1. Use newspaper headlines to teach the importance of punctuation. Discuss use of punctuation aloud.

Examples: a. Reagan: Inflation Declines
b. Partly Cloudy, Warm Friday
c. Jawarski Says Tough Cases Spark 'Inner Satisfaction'
d. Glenn, Gaston
Fire Chief,
Rites Planned

2. Read the sentence, "Annie put the paper in the trash can" (1) as a statement, (2) as a command, (3) as an exclamation, (4) as a question; students interpret meaning through manner of delivery.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

F. Apply punctuation appropriately for meaning

ACTIVITY

1. Explain the difference between standard and nonstandard English. Then on a ditto, present students with essentially the same statement spoken in standard/non-standard language. Discuss under which circumstances each would be appropriate.

2. Have student do a survey of his language usage.

Example: What do you say for being *absent from school*?

cutting skipping absent truant

3. Have students translate a short scene from one of Shakespeare's plays into modern slang.

See Appendix.

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

G. Recognize levels of usage and dialect

AREA

Reading: Literal Comprehension

OBJECTIVE #2

The student will literally comprehend what he reads.

SPECIFIC SKILL (S)

H. Apply comprehension skills to consumer sources

ACTIVITY

1 Map Reading

Students sit back-to-back, each with a map. One student gives directions and the other has to trace the route on his map and find the final destination.

Example: "Go north on Interstate 77 at Rock Hill..."

2. Help students begin making sound decisions about their career and life goals through a career development process. (See appendix for integrated unit on career awareness and development.)
3. Discuss ways movies could be classified (rating, subject matter). Using the theatre section, classify movies into groups, e.g., comedy, adventure. Put choices under a heading. From the titles and ads, what do you think each movie might be about?
4. "Give" students \$50. Have them search ads to find a specified number of items of wearing apparel totaling that amount (students cannot go over). Students list items and amount (including tax).

Or, give students \$35 and tell them to search the grocery ads for certain foods — e.g., breakfast, lunch, or dinner foods.
5. Use the newspaper or *Sporting News*. Have students compare batting averages or earned run averages of baseball players.
6. Provide a copy of the morning newspaper and a list of questions which require the student to search and read many different parts of the paper. Design the questions to fit any day's newspaper.

Sample questions:

- 1) What is today's biggest news story?
 - 2) What could you buy on sale today in a downtown store?
 - 3) What baseball team is leading this season?
 - 4) Today's forecast is _____.
 - 5) Find an apartment for rent.
7. On a ditto, present a straight news article to students. Then explain the difference between a feature article and a news article. Suggest feature stories that could be derived from the news article.

Example of straight story: Local Teen Wins Motor-Cross Race

Possible feature stories to be derived:

Hobbies of neighborhood teens
Motor-cross racing
Interests of teen that developed into career

ACTIVITY

1. On ditto, prepare a partial outline of a selection, preferably an essay, numbering paragraphs. Have students fill in missing parts of the outline.

Example: Provide the topic sentence of a paragraph, students supply supporting details. Or supply some details, students supply others as well as topic sentence. (See sample in appendix.)

2. Give students reading passages. Below each passage, give three questions about the passage. Ask students to decide which statement best states the main idea; place *MI* beside that statement; label *N* if the statement has nothing to do with the main idea, and *M* if it has anything to do with main idea.

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

A. Infer main idea

ACTIVITY

1. Take a controversial issue, e.g., gun control. Have students write their position on gun control, then switch papers with a student who has an opposing viewpoint. Summarize the opponent's viewpoint.
2. After reading an article on the K-Car and the Toyota, have students make a list of the ways the two cars are alike and the ways that they are different and then decide which is the better buy.

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

B. Make comparisons and contrasts

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

C. Determine cause and effect

ACTIVITY

Give students a series of causes for a particular situation and have them determine plausible effects. (The same activity can be reversed by giving students the effects.)

Example:

Causes

1. Mary has taken a speed reading course.
2. She studies at the same time and place each day.
3. Her dad has promised her five dollars for each A she receives this semester.

The effect: _____

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

D. Draw conclusions

ACTIVITY

1. Read character sketches written by students or read a story in which a character is particularly important, e.g., Ring Lardner's "Haircut." Then have students write or orally make conclusions about the character.
2. Take characters from different stories and ask students to write answers to questions such as: How are these characters alike, different? How would they get along? e.g., Phineas (*Separate Peace*) compared with Holden Caulfield (*Catcher in the Rye*).
3. Have students read a passage and then answer inferential questions at the end of each passage; do not include answers to the questions in the passage; students must draw their own conclusions.

Example: Hilary felt lucky to see an active one. She couldn't get close to it, of course, but she could watch it from a safe distance. As she watched, Hilary saw smoke rising up from it, and sometimes hot melted rock poured out of it in a slow-moving river. The guide told her that the melted rock was called lava.

What did Hilary see?

- _____ a fire
_____ a volcano
_____ an earthquake

ACTIVITY

Use the newspaper to follow a news story that is likely to have follow-up articles, e.g., a trial. After the first article appears, discuss what is likely to happen to the people involved and to the course of events. (Or class members could write down their predictions.) As succeeding articles are published, discuss how closely the news events followed the class's predictions.

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

E. Predict outcomes

ACTIVITY

Ask students to classify their reading, e.g., types of stories they've read (science fiction, mystery, adventure, etc.). Use different principles of organization: stories of interest to teenagers, to adults; stories read early, midway, and late in the semester.

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

F. Classify and categorize

AREA	ACTIVITY
Reading: Critical Reading and Thinking	Give each student a fact sheet describing someone's activities for one day. "John got up at 8:15. He dressed and took his dog for a walk," etc. Given the facts, students are to fictionalize them by writing down the <i>thoughts</i> John had while he performed each activity. "As he walked his dog, he thought what a good day it would be to play hooky..." Class members can then take turns reading their fiction aloud.
OBJECTIVE #3 The student will read and think interpretively/critically.	
SPECIFIC SKILL (S) G. Distinguish fact from fiction	

AREA	ACTIVITY
Reading: Critical Reading and Thinking	1. Read five columns by a syndicated columnist, e.g., William Safire, James Reston, Tom Wicker, William Raspberry, Ellen Goodman, William Buckley. Then write an analysis based on your reading. The analysis is to include: writer's style, purpose of each column, audience for whom the columnist aims. 2. Choose excerpts from literature, newspapers and magazines. Ask students to identify the author's purpose and the words that effect his purpose. 3. Give students slanted paragraphs; ask them to find the bias in them.
OBJECTIVE #3 The student will read and think interpretively/critically.	Example: This paragraph is trying to get you to vote Republican; identify the words or groups of words that contribute to this effect.
SPECIFIC SKILL (S) H. Determine the author's purpose and audience	

ACTIVITY

1. (This is a preliminary activity.)

Check students' ability to summarize a reading passage by giving them a picture to look at. Ask them to sum up what is happening in the picture. Then relate the process to summarizing a reading passage — looking for the main points and sequence.

2. Have students read a paragraph, close the book, and tell what they've read to the class.
3. Teacher can secure a copy of a telegram form and have students write a summary of a library book on it; students will realize that to get their full summaries on the form, they will have to be concise.

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

- I. Summarize

ACTIVITY

See Appendix

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILLS (S)

- J. Evaluate the reliability of a source

AREA	ACTIVITY
Reading: Critical Reading and Thinking	1. Give student information on two candidates (for school official or national office). Have student decide which he will vote for, then supply details in writing to support his decision. 2. After reading <i>Hamlet</i>, ask students to discuss orally or in writing whether Hamlet is a coward and/or whether he avenged his father's murder.
OBJECTIVE #3 The student will read and think interpretively/critically.	3. Collect pictures (8" x 10") from magazines — at least 1 picture for each 2 students. Vary the subject matter of pictures. Each pair of students looks at their picture and writes 5 facts about it. Then each pair shows their picture to the class and reads their facts, one at a time, aloud. The fact must be able to be proved by looking at the picture, e.g., "The dog is sitting on a chair," but not "The dog is one year old." Ask students to accept or reject the facts as they're read. Give students the chance to revise their facts.
SPECIFIC SKILLS (S) K. Recognize supporting details	Then explain inferences — logical assumptions based on evidence. Allow students to make inferences about their own pictures. Source: <i>The Desperation Day Book</i>, Mary Bramer, pp. 61-63

AREA	ACTIVITY
Reading: Critical Reading and Thinking	Form two debating teams with class (since all students can not be on the actual team, some can gather information for the team members). Give them a topic like "Should women fight in actual combat?" "Should marijuana be legalized?" Let the opposing members pick out illogical statements from the other team's arguments.
OBJECTIVE #3 The student will read and think interpretively/critically.	
SPECIFIC SKILLS (S) L. Determine fact from opinion	

ACTIVITY

1. Prepare an objectively written paragraph on an issue. Then show students a paragraph in which the writer slants the material in favor of the issue; then, show one slanted against it. Discuss which "loaded words" and details contribute to the slanting. Present a second objectively written paragraph. This time have students write a paragraph slanted for and one against the issue.
2. Find an emotional letter to the editor and duplicate it for students; after they've read it, ask the following questions:
 - 1) What is the purpose of the letter?
 - 2) What are loaded words?
 - 3) Are opinions based on facts?
 - 4) Why is the writer so angry?
 - 5) Is the argument convincing?
3. Have students list (over a weekend period) several T. V. commercials done by movie stars, athletes, etc. Then ask them to determine how many of these famous persons are experts on the product or service they're advertising.

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILL (S)

M. Recognize propaganda techniques

ACTIVITY

See Appendix for simple analogies, SAT sample tests for complex examples.

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILLS (S)

N. Interpret analogies

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #3

The student will read and think interpretively/critically.

SPECIFIC SKILLS (S)

O. Determine logical/illogical reasoning

ACTIVITY

1. Give students statements exhibiting errors in logic, e.g., non-sequiturs, begging the question, extraneous issues, hasty generalizations, etc. Then provide editorials, letters to the editor, etc., and have students underline and label errors in logic. (See Appendix)
2. Have students figure out answers to difficult riddles, puzzles, and logical questions. (See Appendix for answers.)

Example:

A. A man went off on Sunday and he stayed 3 days. He came back on the same Sunday. How can this be?

B. There are three men in jail, one of whom is blind. The jailer comes by and offers them a way out of jail. He says, "I have 3 white hats and two red hats. I'll put a hat on each one of your heads; the person who can tell me the color of his hat will be set free. (No one can see his own hat.) The first seeing man tries to determine the color of his hat but can not do so; then, the second seeing man tries and he can't determine the color of his hat. The jailer turns to leave the room, assuming the blind man would never be able to determine the color of his hat. To the jailer's surprise, the blind man says, "Wait, I know the color of my hat."

What color is the blind man's hat, and how does he know?

3. Give students the following situation: an applicant submitted a résumé which included the information listed below. Ask students to list those details that are relevant for this position.

Example: Applying for a position translating Spanish novels:

- 1) former position with International Publishers, Inc.
- 2) grades in Spanish class: about 90%
- 3) grades in English class: about 90%
- 4) grades in math class: about 95%
- 5) went to Spain in junior year with class
- 6) went to Washington, DC in senior year to see Congress in action

ACTIVITY

1. Give students a reading passage with some of the words underlined; using a dictionary or a thesaurus, the students will have to find a synonym that can replace the underlined words.
2. Present students with several sentences using the same words with different meanings:
 1. The horse shied from the oncoming vehicle.
 2. The shy girl refused to go to the dance.
 3. I'm shy ten cents — no lunch today!
3. From a reading passage, choose a word with multiple meanings that is not familiar to the class. Have a student look the word up and read the meanings aloud until the class is able to choose the correct meaning for the particular passage.
4. Post, or write on the chalkboard, a list of words students should know or be able to find synonyms for. On 4 x 6 cards let them write the word from the board on one side; the new synonyms on the other side. (Same idea can be adapted to antonyms.)

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #4

The student will develop and use reference skills.

SPECIFIC SKILLS (S)

A. Use dictionaries

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #4

The student will develop and use reference skills.

SPECIFIC SKILLS (S)

B. Parts of books and magazines

ACTIVITY

1. Ask students to turn to the index in their textbooks (all students using the same text). Orally, give them a subject to find and see which student can find the actual page first.
2. Using the Glossary to their literature books, ask students to look up and define terms being used in their class, e.g., conflict, theme, irony, etc.
3. To familiarize students with the term *preface*, explain its meaning, then ask students to write a preface to any essay they have written. In the preface they can acknowledge sources that influenced their ideas, people who gave them suggestions, purpose of the paper, background, etc.
4. Select a Table of Contents with sub-divisions easy to follow. Give students the headings, but scramble the order of the sub-headings. Ask them to put the subheadings under the appropriate headings.
5. Use textbook Table of Contents to familiarize students with the course they are about to take. Explain organization, sequence, etc.
6. Using a title page and copyright page, ask students to prepare a footnote.
7. Teach students the difference between editions and printings (see copyright page):

new edition — type has been reset
New printing — a reprint, no change in type although cover illustration may change
8. After students have read a book, ask them to make their own book jackets (with drawing, title, author, blurbs, etc.)

ACTIVITY

1. Provide books in the classroom for students to read (paperbacks collected from home or friends), books from the library. (See Appendix)
2. Have a paperback swap.
3. Tape record the opening paragraphs of a particularly interesting short story or novel. Tell students where the book may be found.
4. Read or have students give synopses of books and provide time immediately after these exercises for students to go to the library to find the books.
5. Allow students to report on their books in nontraditional ways to encourage them to read independently.

Examples: Tell story from point of view of one of the characters
 Have a puppet show
 Advertise the book
 Design a book cover
 Make a bulletin board

AREA

Reading: Critical Reading and Thinking

OBJECTIVE #4

The student will develop and use reference skills.

SPECIFIC SKILLS (S)

C. Select a book independently

ACTIVITY

1. Present students with a newspaper account of the death of Richard Cory. Talk about this article, e.g., what factors might have contributed to his suicide, attitude of the townspeople, etc. Then discuss other forms in which the story could appear, e.g., play, short story, personal essay. If a poem were written, how might it begin? Solicit possible lines from students. Then present Robinson's poem to the students and discuss how it differs from the newspaper account.
 (See Simon/Garfunkle — "Richard Cory")
2. Have students re-write the narrative poem, "Casey at the Bat" in short story form.
3. Even high school students like to be read to, and the teacher who reads sets a good model for students to follow. Also, ask students to read stories aloud to the class. Ask them to tape record their reading. Each member of the class might pre-record a chapter or portion of a chapter of a book and then play it to the class.
4. *Reader's Theater*
 Rather than have students act out a play or merely read it aloud, plan a reader's theater. Students select a play or a portion of a play to present to the rest of the class. Readers are not trying to duplicate the play on stage but to encourage the audience to imagine it. Props include stools and copies of the play. Readers need time to prepare their parts before giving performances.

AREA

Reading: Literature

OBJECTIVE #5

The student will be able to analyze literature.

SPECIFIC SKILLS (S)

A. Recognize nature of information — forms

AREA

Reading: Literature

OBJECTIVE #5

The student will analyze literature.

SPECIFIC SKILLS (S)

B. Recognize structural elements

ACTIVITY

POINT OF VIEW

1. Read a story told from one character's point of view. Re-write the story from another character's point of view.

Example: "The Tell-Tale Heart" as told by the police investigator.

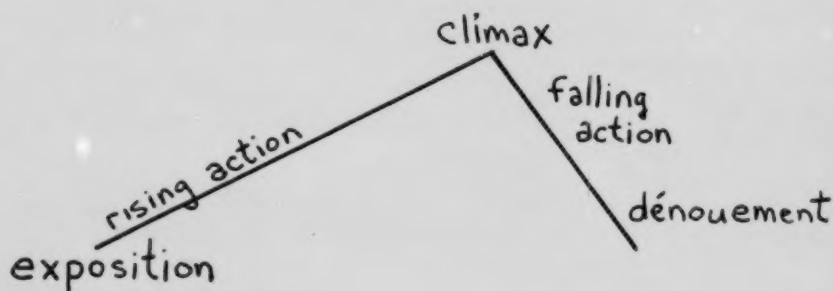
2. After students have read "The Lottery," ask them what elements in the story they would change to prepare the reader for the ending.
3. Read Ralph Pomeroy's poem "Corner." Students orally describe the persona and his motivation. Then imagine the poem written from the policeman's viewpoint. In a one-page essay, describe his thoughts as he regards the boy.

STRUCTURE

4. Trace the pattern of a short story on the board so students can see how the story is put together. At each stage have students describe what is going on and what the effect is on the characters.

Example: Analyzing "The Loneliness of the Long-Distance Runner"

- a. Present — Smith describes his routine at the Borstal.
 - b. Flashback to scenes leading up to his imprisonment.
 - c. Present — conditions at the Borstal.
 - d. Flashback to...
5. After reading two or three stories by O. Henry, have students discuss their structure, particularly the endings.
 6. Teach a play with the diagram of the triangle, filling in the structure as you come to each part: exposition, complications (rising action), climax, falling action, dénouement.



ACTIVITY	AREA
1. Get a copy of the children's book <i>A Chocolate Mousse for Dinner</i>. Read it aloud to students and have them write down or draw their interpretation of what they hear. (See Appendix) 2. Peggy Parrish's <i>Amelia Bedelia</i> series is good for studying literal vs. figurative meanings as the main character has no concept of inferences. 3. Give students a series of hyperboles and let them draw the literal meanings. Then begin a discussion that will lead students to the author's implied meaning. 4. Use names and characteristics of classmates to make similes and metaphors. Example: Bob is a fever dream. Sue is a bouncing ball.	Reading Literature OBJECTIVE #5 The student will analyze literature. SPECIFIC SKILLS (S) C. Recognize and interpret rhetorical devices

ACTIVITY	AREA
Example: Studying <i>Death of Salesman</i> as a tragedy. 1. If students have studied Aristotle's definition of tragedy and read a Greek tragedy (<i>Oedipus</i> or <i>Antigone</i>) and a Shakespearean tragedy, they should be ready to evaluate the extent to which Miller's play is similar and different. 2. Advanced or senior students should be able to compare the main character (tragic hero) of several of Shakespeare's plays and identify the flaws which led to his downfall. 3. Assign students written and oral reports to help a class better understand the historical context of a novel. Assuming the class has read <i>Dr. Jekyll and Mr. Hyde</i>, assigned topics might include: Discoveries in psychology in the 19th century London: climate, layout of streets, types of housing Attitudes towards crime and imprisonment Nineteenth-century furnishings, etc.	Reading Literature OBJECTIVE #5 The student will analyze literature. SPECIFIC SKILLS (S) D. Evaluate literature critically

WRITING (High School) (9-12)

ACTIVITY

1. Ask students to write from dictation in their usual handwriting. Then ask them to rewrite, using their best handwriting. When they're trying their best, are there still troublespots (letters unreadable to other students)? If so, have students underline these letters, show them how to make the letters more clearly, and encourage them to write more carefully.
2. Present a handwriting lesson. Let students do handwriting analyses of their own writing, encouraging them to be conscious of the importance of their own signatures and penmanship.
3. When dictating words to students, emphasize the importance of good handwriting techniques.
4. Once a month have practice drills in writing, using an acceptable handwriting model, e.g., teacher's. (See Barbe checklist in Appendix)
5. Have a reason to write legibly, e.g., write and mail a letter to a congressman, friend, or company.

AREA

Handwriting

OBJECTIVE #1

The student will write legibly.

SPECIFIC SKILL (S)

Write legibly

ACTIVITY

Have students prepare their individual spelling lists based on areas of interest, e.g., athletics, music, motorcycles. (Lists can be compiled using dictionaries, newspapers, and magazines.) The teacher can check each student's list. Then students can give each other quizzes on their lists and turn quizzes in to the teacher.

AREA

Writing: Mechanics

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly.

SPECIFIC SKILL (S)

- A. Use the dictionary to spell words correctly

AREA	ACTIVITY
Writing: Mechanics	1. On a dittoed sheet, present students with a series of quotations and their authors (See <i>Bartlett's</i>). Then instruct them to write a paragraph of their own in which they incorporate one or more quotes. Read the paragraphs aloud to the class. Students can orally state the type of punctuation required and where it should go.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly.	2. Make a short speech to your students. Have them take notes, including some quoted material. Then have students write a summary of your speech including a specified number of quotations. 3. Each student selects a comic strip dialogue and rewrites it in quotations. New speakers need new paragraphs.
SPECIFIC SKILL (S) B. Use quotations	

AREA	ACTIVITY
Writing: Mechanics	1. After students have studied rules regarding colons and semi-colons, give them a selection to read in which colons and semi-colons have been omitted. They then punctuate the selection properly. 2. Explain to students the symbol for the semicolon; show them that it is the product of the marriage of the comma and the period. It is stronger than the comma, but weaker than the period. Likewise, it functions as a strong comma or a weak period. Then go over the four uses of the semicolon and give them practices for each.
OBJECTIVE #2 The student will spell, capitalize, and punctuate correctly.	To separate: a. complete sentences b. items in a series obscured by main divisions of a series c. two sentences joined by conjunctive adverbs (however, therefore) d. sentences joined by co-ordinating conjunctions when internal punctuation obscures the meaning.
SPECIFIC SKILL (S) C. Use colons, semi-colons	

ACTIVITY

AREA

Writing: Mechanics

1. Stress that parentheses are to be used sparingly and primarily in informal writing. Give students a dittoed paragraph in which there is an excessive number of parentheses. Have them reduce the number of parenthetical expressions.
2. Explain the difference between items placed in quotes and those underlined. Give students a dittoed paragraph in which errors and mix-up's occur regarding quoted and underlined items. Students are to rewrite the paragraph using underlining and quotes properly.
3. Explain italics to students and let them become familiar with them in their reading; explain to them that we cannot make italics on a typewriter so we use underlining for novels, plays, and other full-length works.

OBJECTIVE #2

The student will spell, capitalize, and punctuate correctly.

SPECIFIC SKILL (S)

D. Use parentheses, brackets, dashes and underlining

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILL (S)

A. Know and use appropriate levels of usage (formal/informal, standard/nonstandard, euphemisms, jargon, etc.)

ACTIVITY

1. Define the term *euphemism* for students. Then discuss with class sociological reasons for using euphemisms (e.g., put people at their ease, make them less frightened, etc.). Give sample euphemism, e.g., "going to the potty." Discuss who would be likely to use the euphemism (age, sex, type of person, etc.) and in what context it might be used. In the newspaper? At a social gathering?

Examples: gone to his reward — died
declined to pass the course — failed
borrowed his friend's car without asking — stole

See Appendix

2. For an exercise to distinguish between standard and non-standard writing, provide the following form: Students write a definition under each column.

Expression	Standard	Non-standard
1. pot	cooking vessel	marijuana
2. chicken		
3. far out		
4. tough		
5. hang up		
6. turn on		
7. chopper		
8. rapping		
9. flicks		
10. fix		

Source: *Read, Write, React*, Shostak and Chant, p. 27

See Appendix

3. Have students compile trite figures of speech. Let them give these old sayings new life by making up new phrases for them:

Example: busy as a bee — busy as _____
white as a sheet —
bury the hatchet —

4. Let students match the stilted phrases with their concise counterparts.

Example: 1. In accordance with your request
As you requested

2. I hereby am making application
I am applying

5. Give students slang words to define with standard definitions —

Examples: blood, weed, natural, chick, cool, clean

6. Ditto sheets of nursery rhymes. Ask students to substitute as many synonyms as they can for words in the poem — may be tied in with use of thesaurus. Teacher can indicate how he wants the nursery rhyme to sound, e.g., more formal, slangy, etc.

ACTIVITY

1. Have students read each other's papers before they're submitted to be graded. Offer bonus points for those who can detect incorrect usage.
2. For words that sound alike but have different meanings and spellings, give students oral drills in spelling and meanings.

Example: alter, altar
capital, capitol

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILL (S)

- B. Choose the right word (affect — effect, etc.)

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILL (S)

C. Avoid dangling and misplaced modifiers

ACTIVITY

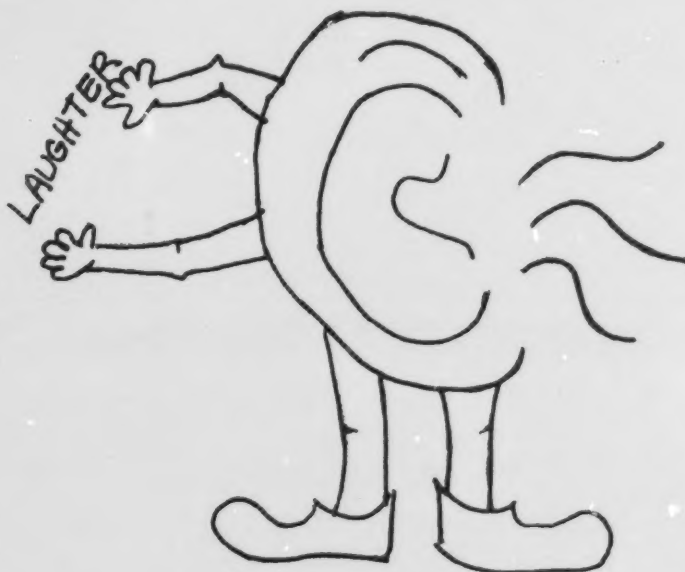
1. After explaining this type of error, it may be easiest for students to detect dangling and misplaced modifiers if sentences are read aloud:

Example: Running down the street in my pajamas, the cat looked at me wonderingly.

2. Prepare a tape recording of sentences containing this type of error. Students can then rewrite the sentences correctly.

3. Collect sentences with dangling or misplaced modifiers and have students draw the sentence meaning as it is written. Then have them rewrite the sentences to rid them of dangling or misplaced modifiers.

Example: Standing in the hall, my ear caught his laughter.



ACTIVITY

1. *Historical Present*

To illustrate use of the historical present, ask students to write short written reports on deceased authors. Tell them the present tense is used ("Frost states....") even though the writer is no long living.

2. *Subjunctive Mood*

In teaching the subjunctive mood in sentences prefaced by *if*, tell students to ask themselves if the statement is true — did it really happen; if not, then use the verb *were*.

Example: If water was beer...

Is rain water beer? No, therefore the verb *were* should be used.

If rain water were beer...

3. Rewrite children's stories (Hans Christian Anderson or Grimm) in the present tense.

4. Write three versions of an incident, keeping tense consistent. One version to be written in the past, one present, one future.

Sample topics:

- a student council meeting
- a holiday
- a dance

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILL (S)

D. Use correct tense

ACTIVITY

1. Prepare kits for those students having difficulty with usage. For example, pre-package instructional materials, exercises, and self-scoring procedures in a folder that could readily be handed to a student having a particular problem.

If subject-verb agreement were causing difficulty, the folder could contain samples of errors, methods of correcting them, exercise sheets, and self-scoring materials.

2. Have students deliberately indulge in the type of error you're trying to cure, e.g., lack of agreement. They could make up a story or paragraph filled with these errors. Or use the assignment to incorporate several types of errors. These can be read aloud and students can signal when they detect errors.

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILL (S)

E. Keep agreement between subject/verb; pronoun/antecedent

AREA Writing: Usage/Grammar	ACTIVITY
OBJECTIVE #3 The student will recognize and use words appropriately.	- Students need to see the illogical aspects of parallelism as well as hear the effect. Using an overhead projector, write sample sentences lacking parallelism. This should help define the error. Examples: My dad studied medicine and I would like to be one, too. I came, I saw, I was in a conquering mood. ...we have nothing to offer but bleeding, sweat, and tears. - Have students write directions to their homes, beginning each statement with a verb; place each statement directly underneath one another as in a list. Examples: Go to the stop light. Turn right onto Airport Blvd. Stay on Airport Blvd. until you pass the airport.
SPECIFIC SKILL (S) F. Use parallelism	

AREA Writing: Usage/Grammar	ACTIVITY
OBJECTIVE #3 The student will recognize and use words appropriately.	First have students form an infinitive then have them place a word between their infinitive. Let them determine how meaning is affected by changing the placement of the word. Example: a. The agency was determined to <i>deliberately</i> spread subtle propaganda. Example: b. The agency was <i>deliberately</i> determined to spread subtle propaganda. c. The agency was determined to spread <i>deliberately</i> subtle propaganda. Source: <i>The Hart Guide to English</i>, 1972, p. 460
SPECIFIC SKILL (S) G. Use split infinitives purposefully	

ACTIVITY

Give students a dittoed paragraph in which the tense is inconsistent. Students rewrite the paragraph, changing tense either to past or present.

AREA

Writing: Usage/Grammar

OBJECTIVE #3

The student will recognize and use words appropriately.

SPECIFIC SKILL (S)

H. Avoid shifts (tense and subject)

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

A₁ Construct well-written sentences. Use variety (vary types, beginnings, length)

ACTIVITY

1. General exercise:
Scramble the words in a sentence. Ask students to write sentences in their logical word order. See Appendix.
2. Give students kernel sentences and ask them to expand them in various ways. Show them places in the sentence where expansion can occur.

Example: Birds fly.

Birds fly *freely in the sky*.

Brilliant yellow birds fly.

Birds *almost always* fly, given the opportunity.

Although birds fly, *the distance they cover varies considerably among different species*.

See Appendix

3. Have students move from normal sentence beginnings of *subject-verb* to *adverb-subject* to *prepositional phrase* beginnings.

4. Help students build sentences by this method:

Name (noun)	Verb	Where	When	How	Why
-------------	------	-------	------	-----	-----

John

(students must build the sentence in the order given)

5. One student makes up a sentence, and other students add to this base sentence, getting as long a sentence as they can.

Example: Jane plays records.

Late at night Jane plays records.

Every day late at night Jane plays records for her friends.

6. Change declarative sentences into questions and exclamations.

Example: Does she sell sea shells by the seashore?

Monday's child is fair of face!

ACTIVITY

1. Telegraph Approach:

Give the class a message to convey to someone: your mother was suddenly called out of town since your Aunt Sue was taken ill in Mississippi and your mother went to take care of her kids.

Limit the number of words and sentences in which this message can be conveyed — say, 10-15 words using complete sentences.

2. Give students long, wordy passages and have them condense the passage into one sentence.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

A₂ Write concisely

ACTIVITY

1. This activity will not eliminate the cause, but it does help the symptom.

After students have finished writing rough drafts, give them a list of words that might begin sentences and which often create fragments: as, while, because, since, that, etc. Tell them to check each sentence in their draft to see if any begins with one of these words. If so, they can eliminate the word or rewrite the sentence.

2. Dictate sentences to students, letting them punctuate them wherever they hear the teacher's voice pause or stop. Check to see the type of punctuation they have used at the stopping points or pauses.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

A₃ Write complete sentences avoiding fragments and run-ons

AREA Writing: Composing OBJECTIVE #4 The student will express himself effectively in writing. SPECIFIC SKILL (S) B₁ Write clear topic/thesis sentences	ACTIVITY 1. After receiving instruction in writing topic sentences, students are asked to write a good topic sentence. The teacher collects all sentences then redistributes them to the class. Each student attempts to write a paragraph based on the topic sentence he has received. The exercise should point up those sentences that are unsuited for further development. 2. After reading a selection or seeing a film such as "William Goes to Harlem," have students brainstorm as many details about the story as possible. The teacher lists them on board or overhead projector. Students then group similar topics together and make a statement about this group of like topics. This becomes the topic sentence. 3. Students can (a) write ten sentences on what they did on the weekend, (b) count them; if seven of the things they did were pleasant, then their first sentence should tell something about the pleasantness of weekends. (c) then students can arrange the activities chronologically, thus forming a paragraph.				
AREA Write: Composing OBJECTIVE #4 The student will express himself effectively in writing. SPECIFIC SKILL (S) B₂ Support the topic using reasons, examples, facts, etc.	ACTIVITY 1. Tell the class there are numerous types of supporting materials and that the type chosen depends upon the purpose of the writer. Example: <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;"><u>Purpose</u></td> <td style="text-align: center; width: 50%;"><u>Type of Support</u></td> </tr> <tr> <td style="text-align: center;">to persuade</td> <td style="text-align: center;">facts, statistics, quotes</td> </tr> </table> Then give the class a sample topic: "Children who have been in a Headstart program do better in first, second, and third grades than those who did not participate in the program." Ask student what type of facts, statistics, quotes, and reasons might convince an audience. Have students find factual support in the library. 2. Give students a list of topic sentences and have them tell which type of material would best support the topic sentence. Examples: 1. She is the best-dressed lady of the year. 2. I know John will be a good student body president. 3. High school subjects in business are easier than the ones at college. 4. Athletics are good for boys. 5. May people do different activities during their summer vacations.	<u>Purpose</u>	<u>Type of Support</u>	to persuade	facts, statistics, quotes
<u>Purpose</u>	<u>Type of Support</u>				
to persuade	facts, statistics, quotes				

ACTIVITY	AREA
1. General to specific organization. Imagine yourself the zoom lens of a camera. Think of someplace or someone doing something. Describe it generally. Then begin to move in closer and closer until you focus on a specific object, describing what you see as you go along. Example: As seen from a distance, a man is shaving. Zoom in until you finally focus on the razor.	Writing: Composing
2. Rearrange groups of sentences from a selection so that they are out of order; have students place them in chronological order.	OBJECTIVE #4 The student will express himself effectively in writing.
	SPECIFIC SKILL (S) B3 Order supporting material (climactic, spatial, chronological, comparison/contrast, cause/effect, general to specific)

ACTIVITY	AREA
1. Give students a dittoed sheet and ask them to underline words that mark transition between sentences and/or paragraphs. 2. Write sentences with no transitions so students can see the confusion it may cause. Example: Bill is always dropping his books and bumping into people. On the football field he hugs the ball, dances out of tackler's arms, and spins over for touchdown after touchdown.	Writing: Composing
3. Give recipe directions with no transitions. Students write in logical transitions. 4. After receiving instruction in the use of transitions, students use the sentences below to develop a cause—effect paragraph. Example: A typical Monday: I missed the bus yesterday. I was late to school. I missed the test first period. I had to make up the test after school. I missed the bus to go home. I got home. My mother asked me how my day was. I smiled and answered, "_____."	OBJECTIVE #4 The student will express himself effectively in writing.
	SPECIFIC SKILL (S) B4 Use transition between sentences and paragraphs

AREA	ACTIVITY
Writing: Composing	1. Present students with a list of strategies for concluding a paper that has argued a point. Examples: a. Give a solution to a problem (Buy U. S. bonds). b. Give an alternative solution to a problem. (Invest in silver rather than gold.) c. Describe the situation if the advice you've given is <i>not</i> followed. (We'll run out of gold.) d. Describe the situation if the advice you've given is followed. (We'll all be healthier, happier.)
OBJECTIVE #4 The student will express himself effectively in writing.	2. Give students theme starters: Half the human race is female. It is sometimes difficult to remember this, even for a female; and never more difficult than when reading history. Until late yesterday afternoon (speaking in terms of historical times) women intruded so rarely on the course of events that their total omission would hardly be noticeable...
SPECIFIC SKILL (S) B ₅ Develop introductions and conclusions	Starters can come from: newspaper articles, magazine editorials

AREA	ACTIVITY
Writing: Composing	1. Talk out ideas. Have students begin composing into a cassette recorder, or divide them into pairs and have each person work as a recorder while the other talks ideas out. Or give a single assignment to a team of 4 and have the team members talk about how they are going to write a group paper. (<i>English Journal</i>, 12/77/80, p. 30)
OBJECTIVE #4 The student will express himself effectively in writing.	2. Have students jot down at least 4 or 5 reasons they're going to use to support their topic sentence before they actually begin to write the paragraph. In cases of long compositions, have them do this with each paragraph. Example: After reading "The Necklace," give the topic sentence: If Mme. Loisel had told Mme. Forestier about the loss of the necklace at the beginning, Mme. Loisel's life could've been different. Point 1 _____ Point 2 _____ Point 3 _____ Point 4 _____
SPECIFIC SKILL (S) B ₆ Use pre-writing strategies	3. Use photographs to help students with sequencing of ideas. Let students place a small number of photographs (about six) that tell a story (two boys fighting over a ball) in the correct order to tell the story.

ACTIVITY

1. To break down the idea of revising merely by changing a spelling word or two, only permit revision in "chunks" (paragraph units or larger). For example, if the "promise" of the introduction does not come across, rewrite entire paragraph or completely reorganize a descriptive paragraph.
2. To call attention to wordiness and repetition, type up samples of students' paragraphs and ask them to detect wordiness and suggest ways of combining sentences to reduce the number of words.
3. Read all compositions aloud or tape them before students turn them in.
4. Allow enough time for assignment to be written and laid aside and re-read at a later time.
5. Place students in proofreading groups to look for a designated error or a group of similar errors in papers.
6. After a unit on punctuation and capitalization, give students an exercise that contains multiple errors and grade according to the number of errors found and corrected.
7. Read a paper for a specific purpose, e.g., Is there any material in this paper not related to the topic? or Are there any misspelled words in the paper?

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

B7 Using revising/editing strategies

ACTIVITY

1. Give students an audience when assigning persuasive or argumentative writing.

Example: a. Convince your senator that the minimum wage for teenagers should not be reduced.
b. Persuade your mother to stop smoking.
c. Persuade a friend to loan you ten dollars.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

B8 Write for a particular audience

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

B9 Demonstrate voice, point of view

ACTIVITY

1. Stage impromptu scenes in the classroom, e.g., a fight. Ask students to write down what they saw and let them compare the differences in what each student recorded.
2. Limitation of Point of View
Have one student go to the library, one to the office, and one to the gym. Each records what he saw and what happened in his area. When student returns, the class discusses (after each person reads his account) the student's experiences. Included should be topics such as limitations to the observer's point of view.
3. Point of view may be better understood by using an activity that stresses the extreme. For example, students can write in the voice of an insane person, someone who doesn't know the language well, or a child. Complementary reading selections might include "Diary of a Madman," Gogol; "The Tell-Tale Heart," Poe; "Why I Live at the P.O.," Eudora Welty; *Flowers for Algernon*, Keyes.
4. Read students a newspaper article about a vivid incident: a riot, fire, kidnapping, etc. Students then imagine themselves having been there. They write from their point of view, e.g., at the fire they might be the firefighter, the parent of a child trapped in the building, etc.
5. Prepare an objective account of a birthday party and give students a copy to read. Then ask students to write two paragraphs recounting the party, each with a different perspective. For the first account, the point of view is that of the person who enjoyed the party; for the second, the point of view is that of the person who had a miserable time. The basic factual account of the party must not be changed.
6. Using Wallace Stevens' poem, "Twelve Ways of Looking at a Blackbird," ask students to write short vignettes in prose or poetry. Examples: twelve ways of looking at my room (or my brother, my dog).
7. Have students write imitating the style of a professional writer, e.g., Poe, Hemingway, Faulkner, Tom Wolfe.

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ACTIVITY	AREA
1. The Mangled Motorcycle (EJ, 12/77/81, p. 31) Each student will write a letter giving the details of a fictional motorcycle accident in which he was hospitalized and the motorcycle was destroyed. Use slips of paper to assign each student one of these audiences: • parent worried about rider's injuries • friend, cycle fanatic, from whom bike was borrowed • Public Safety Director responsible for malfunctioning traffic light that caused the accident Have several letters read aloud. In discussion, include the following: Audience — identity, prejudices, interests, tastes, e.g., difference between parent and friend (worried about his cycle). Purpose — inform, convince, entertain, bring about action. Role played by the writer in the paper — expert, non-expert, outraged citizen, etc. Students then write down the specific audience, purpose, and role that most makes sense for the papers they are writing. Ask them to write (rewrite) a rough draft that embodies this particular writer's stance.	Writing: Composing OBJECTIVE #4 The student will express himself effectively in writing. SPECIFIC SKILL (S) B10 Write for a particular purpose
ACTIVITY	AREA
1. Narrate some superstitions you know about, explaining how you think they began and why they exist. 2. Ask students to write their autobiographies. 3. Students can be given the beginning of a story and asked to finish it or be given the middle of a story and asked to write the beginning and end of it. 4. Narrate the steps involved in falling asleep when you have insomnia. See Appendix	Writing: Composing OBJECTIVE #4 The student will express himself effectively in writing. SPECIFIC SKILL (S) B11a Write using a specified mode: Narration

AREA	ACTIVITY
Writing: Composing	1. Describe yourself as you see yourself, as you think your parents see you and as one of your teachers sees you. How do these peoples' views differ? Coincide? Why? Include appearance, personal traits, habits, mannerisms, etc. (This activity also incorporates point of view.) 2. Plot your revenge against someone you really hate — someone who's done you wrong. 3. Describe the perfect crime. 4. Give students a problem: The dry cleaners has misplaced a garment of yours. You must describe it so well that they can find it. 5. Write a biographical sketch of a person but avoid using his name; students read their sketches to the class and have the class guess his identity. 6. Bring bag of objects and ask students to take one and describe the way the object feels. Ask them to write their descriptions without looking at the object. Then students compare written description.
OBJECTIVE #4 The student will express himself effectively in writing.	
SPECIFIC SKILL (S) B11b Description	See Appendix

AREA	ACTIVITY
Writing: Composing	1. Explain the difference between exposition and persuasion — exposition explains a position; persuasion attempts to convince someone to change his opinion.
OBJECTIVE #4 The student will express himself effectively in writing.	Sample expository topics: a. Explain the effect of T.V. on children. b. Is it better to go to a public or private school? c. If you were offered an around-the-world trip or \$16,000 as a graduation gift, which would you take and why? d. Tell about a time when you were treated with extreme unfairness. 2. Let students write a composition explaining something they know how to do well. Examples: a. buy a car b. succeed in Spanish
SPECIFIC SKILL (S) B11c Exposition	See Appendix

ACTIVITY

1. Topic idea: Decide what grade you feel you have earned so far in this course. Write a persuasive essay in which you attempt to convince your teacher to give you this grade.
2. Pretend you finally have your big chance to talk to your dream girl or guy and he/she asked you why you're such a great catch; you've got to convince him/her that you are a great catch.
3. Invent a product and persuade a reluctant customer to purchase it.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

B11d
Persuasion

ACTIVITY

1. If students have been studying a type of literature (e.g., lyric poetry) over a period of months, give them an unfamiliar poem and the year of publication on a ditto. Ask them to place the poem in its literary and historical context. This will involve some research: comparing the poem with others of its type as well as examining the historical conditions that produced it (for example, the political, scientific thought of the times).
2. Read selections of prose and poetry and write reviews.
3. After reading a selection, students evaluate a character's action and decide whether they would have acted similarly.
4. After students have read Acts I and II of *Hamlet* and have discussed those acts, they write the theme described below:

Pretend that you are in Hamlet's situation — father dead; mother remarried to your uncle who is now king. What thoughts about the meaning/meaninglessness of life might you have? Would you think about suicide? What arguments could you offer pro or con? Try to think aloud on paper a conversation you might hold with yourself. Write or record what you say to share with others.

(This assignment is good for teaching voice, point of view, and understanding of Hamlet's soliloquy "To be or not be...")

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

B11e
Critical Analysis

AREA Writing: Composing	ACTIVITY
OBJECTIVE #4 The student will express himself effectively in writing.	1. (For students experienced in writing poems) Give students the last line of a poem and have them add the beginning and end of the poem. Example: And nevermore will the elephants laugh. Or, students can make up their own last line and switch with another student. Each writes a poem for the other. Or, adapt the poem writing to short story writing.
SPECIFIC SKILL (S) C1 Write in different forms: poetry	2. Have students write poems on a give topic, e.g., a family member — mother, grandfather, etc. Then prepare a book for the classroom, "My Family." Paste in poems. Look for pictures to match poems. Let students handle layout, design and paste-up. 3. Show a slide presentation of your own travels and have students choose a slide as a stimulus for writing poems or short stories. 4. To show students that poetry is not unfamiliar, bring in their favorite rock albums and let them listen to these songs, paying attention to rhythm, rhyme, alliteration, etc. Give students copies of lyrics. See Appendix

ACTIVITY

1. Metamorphosis: You wake up and you're in another form, e.g., a vegetable in the refrigerator, a giant insect, an old man or woman, a member of opposite sex of your age. Write your story. See also: *The Metamorphosis*, Kafka and *Flat Stanley*, Jeff Brown.
2. Each student is given the unfinished first sentence of a story. Using imagination, he adds to the story for three minutes. The paper is then passed to the person behind him. That person takes up the story for three minutes. This process continues until everyone on the row has contributed to each story and the person who started it gets his paper back to write the ending. The class then shares all the stories.

3. Give students descriptive situations as story starters:

Mary had long admired her social studies instructor and found his class fascinating and stimulating. An out-of-school organization convinced her that she should demonstrate on behalf of an important cause in which she believed. She shared her plans with her social studies teacher, and she was surprised that, despite his enlightened stand in class, he advised her against participation.

4. Take news stories and turn them into fictional stories, including some dialogue.
5. Write a poem or short story using certain words which are code for other words (or cryptograms, using certain letters to stand for other letters). Begin by making a list of words and what their code words are. Then substitute:

Example: Cucumber is code for nose.
He blew his cucumber.

6. Search the "personal" columns of the classified ads. Find one that might be adapted to a short story, e.g., "Ann come home. All is forgiven. Mother and Dad" Ask students to make up a story about Ann and her parents. Why is she away from home? Where is she? Why do her parents want her to return.
7. Make up stories of how the world was created, e.g., how people began. Make up a myth telling: How the _____ got his _____. How the zebra got its stripes. How the rhinoceros got its horn.

See also: "The Creation," James Weldon Johnson and *Just-So Stories*, Kipling.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

C2 Write short fiction (stories, myths, tall tales)

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

C3 Playwriting

ACTIVITY

(Also works for short story writing)

1. Have separate paper bags labeled *characters* and *setting*. Fill each bag with slips of paper containing descriptions of characters and settings:

Characters

1. Ron, a 16-year-old boy who likes to race motorcycles.
2. Jill, a 12-year-old girl who is jealous of her older sister.
3. Melinda, a 20-year-old woman confined to a wheelchair.

Settings

1. Downtown Atlanta, Georgia, in 1968 — late afternoon.
2. A gloomy castle on the moors in northern England in the present.
3. Columbia, South Carolina, during the Civil War.

Students select one setting and 2-3 characters from each bag and write their play or story.

(For additional complication, have a *theme* bag from which students choose.)

- Examples:
1. Love conquers all.
 2. Be careful what you wish for — you might get it .
 3. Never trust a stranger.

2. Students may write parodies of plays: ex. *MacByrd* for *Macbeth*
3. Rewrite portions of well-known plays.
 - a. Change the original *Romeo and Juliet* so that the couple finds each other in the tomb alive.
 - b. Have Hamlet avenge his father's death in Act III rather than in Act V.
4. Write a two- or three-paragraph theme depicting the "emotional life" of some object in your environment. Provide evidence from situations, events, and descriptions to support the emotions you convey... (vegetables, a pet...) Then rewrite composition into play or story form.
5. Use short stories as the basis for plays. Adapt them to play form.

ACTIVITY

1. Biography (for the first day of school if students don't know each other) Give the following directions: Pretend you know the student next to you. Write his biography, using non-verbal clues: dress, posture. The writing could be carried to the end of the student's life and conclude with his death.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

C4 Write nonfiction

ACTIVITY

1. Personify some large abstraction or institution (Infinity, Beauty, God, South Carolina). Students can be told to use the characteristics and personality of a fellow classmate. They can use lies, exaggerate, etc.
2. For figures of speech, have student fill in the blank exercises:

He was as _____ as a lion.
He was as _____ as a mouse.
It was as _____ as midnight.
The night is a _____ of darkness.
Your lips are _____.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

C5 Use literary devices

AREA Writing: Composing	ACTIVITY
OBJECTIVE #4 The student will express himself effectively in writing.	1. This exercise is good for calling students' attention to writing for different audiences. Pretend you are running away from home. Write a series of notes explaining your reasons for running away. Write these notes to: a. your parents b. a boyfriend or girlfriend c. a teacher 2. Write a note from the principal to the teacher asking why the teacher failed to report for his hall duty assignment. Then write a note in which the teacher responds to the principal. 3. Write several telephone messages.
SPECIFIC SKILL (S) D₁ Write a note	

ACTIVITY

1. Assume you are about to become a parent: Write a letter to your unborn child. You may give your child a name if you like: (Dear Natasha,)

In your letter include the type of world you believe your child is being born into and what type of person your child will have to be to get along in this world. Conclude with a description of your hopes and expectations for your child and sign it, (Your mother (mom) or father (dad))

2. Write letters to friends or relatives who have died.
3. Write a letter to a figure from history, e.g., George Washington, Columbus, telling him what the world is like now. (This assignment ties in with descriptive writing.)
4. Have students write a business letter which they will actually mail, e.g., a letter to a Chamber of Commerce requesting information about a city, a letter to a company requesting product information, a letter of complaint.

Getting a response from the company makes it more enjoyable.

5. Give students a ruled sheet with lines for return address, inside address, salutation, closing, and signature.
See Appendix
6. Have students respond to job advertisements where they're to compose résumés and letters of application. Outline for them what is contained in each paragraph of the letter of application.
7. Have students role play handling complaints; follow this exercise with a letter of complaint.
8. Have students write a letter of favor, asking for catalogs, permission from principal, etc.
9. Let business students serve as resource persons to teach the different letter styles and the correct way to fold letters and address envelopes.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

D2 Write a letter

AREA Writing: Composing	ACTIVITY See Appendix for résumé form
OBJECTIVE #4 The student will express himself effectively in writing.	
SPECIFIC SKILL (S) D3 Write a résumé	

AREA Writing: Composing	ACTIVITY
OBJECTIVE #4 The student will express himself effectively in writing.	1. After discussing appropriate ways to fill out a job application form, give students a form that is incorrectly filled out. Some errors might include misspellings, missing information, incorrect sequence of information. Then provide an application form for students to write in correct answers or take two job applications — one well-done, the other sloppy — and compare them (1) to show the appropriate way an application should be completed and (2) to be more aware of employer's point of view. 2. Have students memorize the formula V for business forms: read all directions, print or type, use ink, be accurate and be complete. 3. Give students 15 minutes to complete a job application as practice for a job interview. See Appendix
SPECIFIC SKILL (S) D4 Fill out a form	4. Save catalogues from various merchants. Duplicate the order blanks within the catalogues. Students can be "given" a specified amount of money to spend ordering gifts or merchandise for themselves. Tax and shipping should also be totaled. See Appendix

ACTIVITY

1. Ask students to report on some school occurrence or activity they have witnessed such as a fight, a club meeting, a speaker in class. They will need information about report writing, such as attention given to details and conditions (time of day, who was present, etc.) as well as the importance of chronology of events.
2. Use outside reporting for extra credit; make sure that it coincides with the unit you're teaching; to avoid copying, have students take notes in fragments and, when they give the report, place the notes in sentences.
3. In place of the traditional book report, ask students to change their book into another form, e.g., a news story. One of the incidents from the book becomes the basis for a news report, e.g., an account of the fire which destroyed Miss Maudie's house in *To Kill a Mockingbird*.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

D5 Prepare a report

ACTIVITY

To stimulate thinking, ask students to prepare a list of twenty or more questions about things they don't know but would like to know. Students may wish to pursue answers to some of the questions by beginning library research.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

E1 Find a topic

AREA

Writing: Composing

OBJECTIVE #4

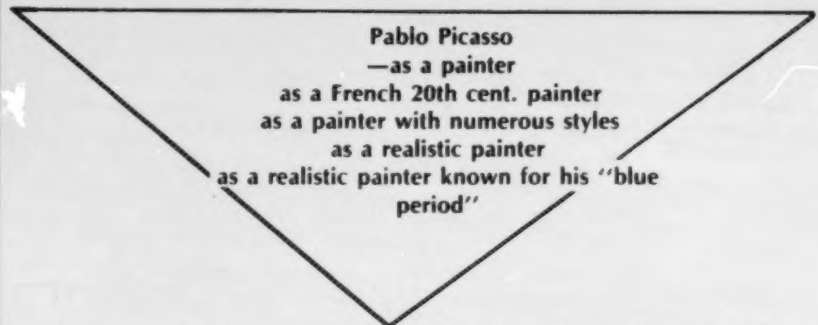
The student will express himself effectively in writing.

SPECIFIC SKILL (S)

E2 Narrow the topic

1. Present information diagrammatically to illustrate how to narrow a topic.

Example:



2. Show students how narrowing a subject like transportation is like finding your house on a map. Find your state, then your town, your community, your street and then your house.



3. To help students limit their topics, take a word like *transportation* and further lead them to break it down to fit the desired composition.

Example: Transportation

Transportation in the United States

Truck transportation in the U. S.

Taxes paid by trucking firms in the U. S.

ACTIVITY

1. Give each student a different topic for a practice exercise in library research. Students are to list as many sources as they can find on their topic, citing full bibliographical information including page numbers.
2. See Media activities

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

E3 Find Materials

ACTIVITY

1. After discussing how to take notes, use a commercial TV news program to develop note-taking skills. Ask students to list major news stories, being careful to include sources of information.

An easier approach is to use the ITV series, "What's in the News?" for note-taking. Students can view the program together, take notes, expand their notes, then orally discuss the main news stories.

2. Write slug (title) on each note-card and have students take down information that would explain the slug. Students are only allowed to write fragments in order to prevent plagiarism.

QUALIFICATIONS-PERSONAL

1. Attractive
2. Good voice quality
3. Average height
4. Highly fashionable

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

E4 Take notes and paraphrase

AREA	ACTIVITY
Writing: Composing	1. Use outlining in reverse: Have students write their essay. Then, when the paper is complete, make their outline based on essay. It may help them see the overall essay as well as part-whole relationships more clearly. 2. Show students how to systematically number the parts of an outline.
OBJECTIVE #4 The student will express himself effectively in writing.	Alternate figures and letters. Roman numerals indicate major ideas supporting your thesis. Capital letters indicate major subheads. For further subdivisions, use Arabic numbers, then lower case letters: I. _____ A. _____ 1. _____ a. _____ (Be sure to include balancing of each part of these divisions.)
SPECIFIC SKILL (S) E5 Outline	

AREA	ACTIVITY
Writing: Composing	1. On a ditto, give students a scrambled outline for a paper. Have them re-structure the outline into its logical headings and sub-headings. 2. See pre-writing strategies for organizing short compositions; for term papers or long reports, have students group note cards having the same titles together and deciding upon the best way to present material — chronological or climactic order.
OBJECTIVE #4 The student will express himself effectively in writing.	
SPECIFIC SKILL (S) E6 Organize material	

ACTIVITY

1. Use reference sources that are especially interesting or entertaining, e.g., *Dictionary of Slang*, *Guinness Book of World Records*, *The Book of Lists*. Ask students to take notes from these sources, then develop them into paragraphs.
2. See Media objectives.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

E7 Integrate Reference Sources

ACTIVITY

1. Scramble a bibliography and type it on a ditto. Have some entries out of alphabetical order, reverse the information in others, omit underlining of titles, etc. Ask students to rewrite the bibliography correctly.
2. After having taught the different footnote entries, the above activity can be adapted to footnote entries.

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

Eg Use Correct Footnote/Bibliography Form

AREA Writing: Composing	ACTIVITY
OBJECTIVE #4 The student will express himself effectively in writing.	1. Give students a duplicated manuscript that does not follow the prescribed form you have taught. Give them an evaluation scale and ask them to critique it. Include such aspects as page numbering, margin widths, placement of title, etc. 2. For students who find it difficult to write on lineless paper, have them darken the lines on regular notebook paper and place that notebook sheet underneath the lineless sheet to help them keep their margins and lines straight.
SPECIFIC SKILL (S) Eg Use Manuscript Form	

ACTIVITY

Tell students:

1. Prepare a questionnaire to be used to interview someone whose job you are interested in.

Example: 1. What does your job entail?
2. What training did you get for your job?
3. What other jobs can this job lead to?

2. Have students prepare a survey, select a problem, write a two-sentence introduction, prepare four questions, select the population and the number to poll and decide method of tabulation.

Introduction

Example: "We are conducting a survey to find out how the students of _____ High School feel about senior privileges. Would you be willing to answer a few questions?"

1. Do you think seniors should be permitted to leave the school building during study periods?

Yes _____ No _____

2. Do you think seniors should be permitted unlimited cuts?

Yes _____ No _____

3. Do you think seniors should be the only students permitted to enter the building through the front center doors?

Yes _____ No _____

4. Are there any other special privileges you would suggest for seniors?

AREA

Writing: Composing

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

E10 Develop questionnaires

AREA
Writing: Composing

ACTIVITY

OBJECTIVE #4

The student will express himself effectively in writing.

SPECIFIC SKILL (S)

F. Write a Précis

1. Define précis for the class — a concise summary or abstract. Ask students to choose 10 poems and write précis of them. They may want to add illustrations and compile a booklet that could be left on display for the rest of the class to see.
2. Have students write précis of news editorials; the précis can not be as long as the original; teacher may give students about one-third sheet of paper for a précis whose original form is one page long.
3. Compare the television journalist's account of a news story to that of the newspaper reporter's account of the same story.

LISTENING (High School) (9-12)

ACTIVITY

Explain to students that you need good listening behavior from them when you're making a teaching presentation. They need to (1) face forward (2) have feet on the floor (3) have no distractions (4) have materials ready. When student(s) are doing all four of these things, praise them for doing so and have all students notice the behavior. Such positive comments as, "That's a four; look at Donna." The class will notice what constitutes a four in attending behavior and will begin to emulate this behavior. (Note: students can feel more relaxed when you're working with them individually.)

(See Appendix for listening check list and test.)

AREA

Listening: Behavior

OBJECTIVE #1

The student will exhibit good listening behavior.

SPECIFIC SKILL (S)

Exhibit good listening behavior

ACTIVITY

Pronounce pairs of heteronyms and have students listen closely for differences in pronunciation, helping them to see that a new word is formed when the accent switches to another syllable in the word:

Example: ob / ject — object /
con / test — contest /
an / nex — annex /

AREA

Listening: Speech Sounds

OBJECTIVE #2

The student will differentiate sounds.

SPECIFIC SKILL (S)

A. Distinguish between sounds in closely pronounced words

AREA Listening: Speech Sounds	ACTIVITY 1. Have students survey speech of local people in the Columbia and Charleston areas, noticing the differences in pronunciation and vocabulary of those speakers. Discuss these differences. 2. A specific activity is to ask interviewees to say the statement, "The rain in Spain stays mainly in the plain," from <i>Pygmalion</i>; record each speaker and play your findings to the class.
OBJECTIVE #2 The student will differentiate sounds.	2. Tape record students from out-of-state who have recently moved to West Columbia. How does their speech differ? If you went North or to the Mid-West, which pronunciations of yours would be regarded as unusual?
SPECIFIC SKILL (S) B. Recognize different dialects.	
AREA Listening: Speech Sounds	ACTIVITY Read a list of words that are often pronounced two different ways, and have students raise their hand when they hear an unconventional pronunciation Example: Athelete Athlete
OBJECTIVE #2 The student will differentiate sounds.	
SPECIFIC SKILL (S) C. Recognize unconventional pronunciation	

ACTIVITY

1. To teach rhythm in poetry, have students clap out the beat.

Example: Iamb or Trochee

Begin students with a soft clap, followed by a hard clap; continue the clapping until all students get the same beat together. Saying aloud as they clap "light-hard; light-hard..." The trochee can be done the same way only reverse the pattern.

Example: I wándered lónely ás á cloud.

2. Try getting Amanda Baker, storyteller in residence at the University of South Carolina, to come to your class and tell several of the fairy tale stories.
3. Read some of your favorite poetry selections to students. Use all the techniques of good oral interpretation that the poems demand to enhance meaning and enjoyment. (e.g., students enjoy "Richard Cory," Dunbar's "Liza" and any of Nash's light verse.)

AREA

Listening: Speech Sounds

OBJECTIVE #2

The student will differentiate sounds.

SPECIFIC SKILL (S)

D. Recognize rhetorical devices in poetry and prose

ACTIVITY

1. Give student(s) a message to take to another teacher, to the office or to the library (one that must have an answer immediately); see if students can take and bring back a correct message.
2. On worksheets for students, incorporate words like *circle*, *place an X*, *cross out* and *underline* and see if students will follow these directions explicitly.

3. Play "Simon Says" with the class.

4. Listening-Participation Story

Students are assigned sound effects to be made wherever their cue word is read in a story.

Example: Handsome Prince — baritone 'Ahhh'

Wicked Prince — evil laugh

Horses — slapping knees, thighs with hands

Students may want to record the story — play it for another class.

5. As you read the description of the bridge in "The Occurrence at Owl Creek Bridge" aloud, have student sketch the bridge setting on the board.
6. Read the set descriptions from several plays aloud. Direct students to draw the sets based on these descriptions.

AREA

Listening: Literally

OBJECTIVE #3

The student will listen literally.

SPECIFIC SKILL (S)

A. Follow oral directions

AREA	ACTIVITY
Listening: Literally	1. After reading a story to class, have students answer questions orally for recall of details and main ideas. 2. Invite senior counselor to class to explain and interpret students' standardized test scores from CTBS and the Career Planning Program. Have students record the areas of tests on which they scored highest, as this information should help them make sound career decisions later.
OBJECTIVE #3 The student will listen literally.	
SPECIFIC SKILL (S) B/D Listen for details and main ideas	

AREA	ACTIVITY
Listening: Literally	1. Have students listen to a story and orally relate the events in the order of their happening. 2. Reading aloud to students, scramble the sequence of a story and ask students to place details in their logical order. You might want to use a well-known story, such as a fairy tale. 3. Give students a theme outline form. After listening to directions for composing a theme, students should be able to write a sentence for each major section of the outline.
OBJECTIVE #3 The student will listen literally.	Example: Thesis _____ 1st Body paragraph _____ 2nd Body paragraph _____ 3rd Body paragraph _____ Conclusion _____
SPECIFIC SKILL (S) C. Arrange details sequentially	

ACTIVITY

Read a factual newspaper account of an incident to the class (e.g., bank robbery); then have students fictionalize the account by adding details not present in the original article.

Example: Original Account

The bank robber took the head teller as hostage and held her for three days for ransom.

AREA

Listening: Interpretively/Critically

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

A. Distinguish fact/fiction

ACTIVITY

1. Divide class into two large groups, giving each side controversial topic to discuss; let the large groups subdivide into two smaller groups; one group taking affirmative side of the issue; the other, the negative side. While one group is making its presentation, other students should jot down irrelevant and illogical material used in the argument.
2. Tape record a political debate from television or a program such as "Issues and Answers." Play the tape for the class and ask them to listen for irrelevant material.

AREA

Listening: Interpretively/Critically

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

B. Distinguish relevant and irrelevant material

AREA	ACTIVITY
Listening: Interpretively/Critically	1. Have students listen closely to several ads on radio or television to identify common propaganda techniques: Example: Bruce Jenner advertising corn flakes Joe Namath advertising panty hose
OBJECTIVE #4 The student will listen interpretively/critically.	2. Read two different newspaper accounts of the same incident. How do the stories compare? Contrast?
SPECIFIC SKILL (S) C. Distinguish fact/opinion (propaganda)	

AREA	ACTIVITY
Listening: Interpretively/Critically	
OBJECTIVE #4 The student will listen interpretively/critically.	Have students compare a newspaper account of an incident with that of a television news account of the same story.
SPECIFIC SKILL (S) D. Making Comparisons	

ACTIVITY

1. Have students read Frost's poem, "The Road Not Taken," and pose questions to them about the two roads; then help them see the figurative meaning of the two roads:

Is Frost really talking about two roads?
Is Frost satisfied with his decision?

(To make a thematic unit on decision-making, see also "Traveling Through the Dark," by W. Stafford and "An Easy Decision," by K. Patchen.)

AREA

Listening: Interpretively/Critically

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

E. Make inferences

ACTIVITY

1. Have students watch one of the television magazine shows, e.g., P. M. Magazine, and then ask students to summarize one of the stories.
2. "Set up" a classroom situation: e.g., an argument between a student and teacher or between two students. Then call on students to summarize the main points each side made.
3. For soap opera fans:

Ask students to watch a soap opera every day for a week (the same program, naturally). They are to take notes daily and prepare a final summary at week's end (or have them do daily summaries).

Summaries should:

- a. Follow main characters and events
- b. Note changes in time and location as scenes shift.

Since most "soaps" have multiple plots, it's difficult to follow each one. This is a challenging exercise.

4. Have students write summaries of some of their assembly programs, their youth church meetings or a ballgame.

AREA

Listening: Interpretively/Critically

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

F. Summarize

AREA	ACTIVITY
Listening: Interpretively/Critically	1. Read lines from <i>The Apology</i> (See dialogues of Plato) that suggest how Socrates felt about women. Ask students to determine what Socrates thought about women. 2. Read open-ended stories aloud to students, e.g, minute-mysteries, newspaper accounts of trials. Ask students to draw conclusions as to the probable solution or outcome.
OBJECTIVE #4 The student will listen interpretively/critically.	3. After finishing a short story or novel, ask the class to write the next incident or chapter that might logically follow the conclusion of the story. These can be read aloud and compared by students.
SPECIFIC SKILL (S) G. Draw Conclusions	
AREA	ACTIVITY
Listening: Interpretively/Critically	1. After listening to descriptions read of Peter and his brother, the mayor in <i>An Enemy of the People</i>, have students contrast the characters of both men; then have them make predictions about how each character will react when news comes of the unsanitary conditions of the baths. 2. Pause in the middle of reading a story aloud to the class. Ask students to predict what might be about to happen.
OBJECTIVE #4 The student will listen interpretively/critically.	
SPECIFIC SKILL (S) H. Predict outcomes	

ACTIVITY

1. Read sentences aloud in which certain words are omitted. Ask students to listen to the sentences and then provide words that seem suitable.

Example: After reading one of the stories from *Scope Magazine*, use the vocabulary worksheet that is given; say the sentences aloud three times and see if students can choose the correct word.

2. Read sentences aloud that contain one unfamiliar word. Ask students to infer the meaning from the context.

AREA

Listening: Interpretively/Critically

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

- I. Use Context clues in listening

ACTIVITY

Read to students a list of figures of speech to interpret and explain:

1. Necessity is the mother of invention.
2. I'd cut off my head before I would go with John to the prom.
3. The sun smiled on me while the trees swayed their arms backward and forward engulfing me.

AREA

Listening: Interpretively/Critically

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

- J. Interpret figurative language

AREA

Listening: Interpretively/Critically

ACTIVITY

Read a poem whose main idea is subtle, e.g., Frost's "Mending Wall," Stafford's "Traveling Through the Dark," Hayden's, "Those Winter Sunday's." Have students discuss the main idea.

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

K. Determine main idea

AREA

Listening: Interpretively/Critically

ACTIVITY

Record speeches of political candidates and play them to the class. Through class discussion, students determine which aspects of candidates' speeches are propaganda and which are factual.

OBJECTIVE #4

The student will listen interpretively/critically.

SPECIFIC SKILL (S)

L. Recognize Propaganda

SPEAKING (High School) (9-12)

ACTIVITY

Give students a selection from a well-known document or speech, e.g., Gettysburg Address, Declaration of Independence, Faulkner's Nobel Prize Acceptance speech. Ask individual students to read a selection aloud, emphasizing the main ideas with a louder voice and de-emphasizing less important ideas with a softer voice.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression.

SPECIFIC SKILL (S)

A1 Volume

ACTIVITY

1. Ask students to read a sentence aloud, emphasizing a different word each time:

Example: Was it you who lied to me?
Was *it* you who lied to me?
Was it *you* who lied to me?

2. *Improvisation*

Teacher reads a myth to the class, e.g., Daedalus and Icarus. The class decides on the modern-day issue of the myth, e.g., children vs. parents telling them what to do or how to behave. Students volunteer to take parts and improvise them before the class. First, they must decide who their character is and *why* he is behaving as he is.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression.

SPECIFIC SKILL (S)

A2 Pitch/Stress

AREA	ACTIVITY
Speaking: Delivery	1. Ask students to read a selection orally, assuming their audience is a group of people who are just learning English as a second language. Have readers adjust their rate accordingly. 2. Or, present them with a variety of articles, stories, etc., and ask students to read these aloud, varying rates to the subject matter.
OBJECTIVE #1 The student will develop effective techniques of expression.	
SPECIFIC SKILL (S) A3 Rate	

AREA	ACTIVITY
Speaking: Oral Interpretation	1. Choral reading is easiest for students unused to reading poetry aloud. On dittoes, present students with a number of poems. The teacher acts as orchestra leader, designating which rows of students are to read which lines. Individual students may be singled out to read a line or two. The entire class may read some lines. After the class has read the poem aloud several times, tape record it and play it back to them as well as to other classes.
OBJECTIVE #1 The student will orally interpret creative writing.	2. Students prepare a dramatic reading of Frost's "The Death of the Hired Man." Each group member reads a part, including narrator. 3. Have students read Meredith Willson's poem, "Rock Island" from the musical <i>The Music Man</i>. As students read the poem aloud, tell them to picture the characters, who are traveling salesmen. They talk with rhythm of the trains: first slowly, then picking up speed as the train accelerates, and finally slowing down at the River City station.
SPECIFIC SKILL (S) A4 Develop articulation	

ACTIVITY

Communications Game

Ask students to number from 1-30 (or however many students are in a class) on a sheet of paper. Place simple sentences on separate sheets of paper and place in a can. Each student draws one and keeps it to himself.

Sample Sentences:

I'm tired.

I can't find my homework.

My back itches.

I'm hungry.

Each student is called to the front of the room and must act out his sentence (no talking). Class members write what they think the other student was trying to communicate. Correct answers are any that state the same ideas as the sentence.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression.

SPECIFIC SKILL (S)

B₁ Facial expressions

ACTIVITY

1. Stress the importance of looking directly at people when you speak to them. Ask students to develop a one-minute speech; when they give it, instruct them to look individually at each member of the class.
2. For a large audience, suggest that the speaker look slightly over the heads of the audience.

AREA

Speaking: Delivery

OBJECTIVE #1

The student will develop effective techniques of expression.

SPECIFIC SKILL (S)

B₂ Eye contact

AREA	ACTIVITY
Speaking: Delivery	1. Ask students to model stances depicting various moods: angry, joyful, defiant, tired, subdued. Discuss with students how posture affects audience's perception of the speaker. 2. Pantomime incorporates stance and gesture. Select a few students for this activity or ask the whole group to participate.
OBJECTIVE #1 The student will develop effective techniques of expression.	"As you walk (around the room) you are slowly getting taller and taller. You are 7 feet tall, now 12 feet. How do you feel? Now you shrink back to your own size."
SPECIFIC SKILL (S) B3 Posture	

AREA	ACTIVITY										
Speaking: Delivery	1. Have students number and write the meaning of a variety of gestures as the teacher (or another student) makes them. These can be threatening, loving, angry, etc. Discuss with the class how to integrate appropriate gestures into their speeches. 2. Select one of Aesop's fables to pantomime. Use only facial, hand and body movements to convey the action and meaning of the story. (Two or more students may participate.) 3. Ask students to correlate transitional expressions with appropriate gestures. What gestures can they suggest to accompany the following expressions?										
OBJECTIVE #1 The student will develop effective techniques of expression.	<table> <tr> <th data-bbox="639 1453 921 1483"><u>Expression</u></th><th data-bbox="1114 1453 1397 1483"><u>Gesture</u></th></tr> <tr> <td data-bbox="639 1483 921 1512">a. On the other hand</td><td data-bbox="1114 1483 1397 1512"></td></tr> <tr> <td data-bbox="639 1512 921 1542">b. Do you know what would happen if...?</td><td data-bbox="1114 1483 1397 1542">(gesturing with opposite hand)</td></tr> <tr> <td data-bbox="639 1542 921 1572">c. Can we let this happen?</td><td data-bbox="1114 1542 1397 1572"></td></tr> <tr> <td data-bbox="639 1572 921 1602">d. Look around you...</td><td data-bbox="1114 1572 1397 1602"></td></tr> </table>	<u>Expression</u>	<u>Gesture</u>	a. On the other hand		b. Do you know what would happen if...?	(gesturing with opposite hand)	c. Can we let this happen?		d. Look around you...	
<u>Expression</u>	<u>Gesture</u>										
a. On the other hand											
b. Do you know what would happen if...?	(gesturing with opposite hand)										
c. Can we let this happen?											
d. Look around you...											
SPECIFIC SKILL (S) B4 Gesture											

ACTIVITY	AREA
1. Assign each student a role as a speaker as well as a situation where he is to speak. Let him choose his own topic. Examples: a truck driver speaking to a group of housewives a senior citizen speaking to a garden club a local politician speaking to a group of high school students an ex-convict speaking to a group of middle school students	Speaking: Delivery
2. Practice tongue twisters to aid rate pronunciation. 3. Use examples of words with two pronunciations: aunt, pecan, tomato, rather, either, rodeo Discuss which pronunciation students use. 4. Help students understand that one chooses the type of speech that best communicates with his listener(s) at that particular time.	OBJECTIVE #1 The student will develop effective techniques of expression.
Example: Notice the number of ways you change your speech in a single morning when you say, "Good morning." a. To the teacher b. To a brother or sister c. To mother or father d. To friends (boyfriends/girlfriends) 5. See <i>Linguistic Atlas of the U. S.</i> for the varying pronunciation and word usage.	SPECIFIC SKILL (S) C. Use language and pronunciation suited to the speaker and the context.

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations.

SPECIFIC SKILL (S)

A. Speak clearly in social situations

ACTIVITY

1. Ask students to role play before the class sample encounters with:
 - a. Waitress/customer
 - b. Policeman/person stopped for speeding
 - c. Salesperson/customer
 - d. Girlfriend's parents/young man meeting them
 - e. Lost person/person giving directions
 - f. Salesperson/homeowner answering door
 - g. Principal/student accused of misbehavior
 - h. Student visitor/student host at the high school
 - i. Neighbor/girl who just hit a baseball through his window
2. In front of the class have two students practice:
 - a. Taking a message for someone not at home.
 - b. Reaching a wrong number — and apologizing.
 - c. Making an emergency phone call, e.g., fire, police.
 - d. Asking an information operator for a new telephone number.
 - e. Placing a classified ad in a newspaper.
 - f. Making a personal phone call to a friend.
3. Invite a representative from the Telephone Company to speak on telephone usage. Southern Bell representatives will leave their telephone sets with you for students to have realistic practice in telephone etiquette; call the Educator Resource person.
4. Record a telephone conversation between two people and play it back for the class.

See Appendix
5. Role play responding to a friend who says:

Examples: "I'm pregnant."
"My father has been laid off!"
"I won a scholarship to the school of my choice!"
"I wrecked my Dad's car tonight!"

ACTIVITY

1. *Small Group*

This small-group activity uses a variety of speaking techniques. "Decide together on a strong belief that a person might hold. Then put a character who holds that position into a situation in which he is pressed to act counter to his beliefs."

Follow-up activity might include writing this character into a play.

2. Divide class into small groups; have each group pretend it is a club. Then have each club compose a letter to a local celebrity asking him/her to be its guest speaker at its annual club barbecue. When all letters are complete, a club member from each group reads the letter aloud and teacher will declare the winning letter based on details, tone, organization, and form of the letter.

3. *Fisbowl Discussion*

- Discussion participants sit in a circle in the middle of the room. People in a surrounding outside circle are the observers.
- Assign the inner group a controversial topic, perhaps one that has come up in class.
- The outer group evaluates the participation of the inner group in their discussion. They record each participant's name and beside that a + if he makes a good contribution and a - if he makes an irrelevant statement.
- Designate the amount of time the discussion will take, e.g., 6-8 minutes.
- Permit no outside interference or distractions.

4. *Large Groups — Class Meetings*

Arrange students in a circle, the teacher taking one of the seats also, but changing her seat from time to time. Either the teacher or a student introduces the topic for that day. Restrict discussion to 10 or 15 minutes. A sample topic might be the responsibilities of speakers and listeners. Students can write down the main points made. This can be developed into a class chart.

AREA

Speaking: Informal Expression

OBJECTIVE #2

The student will express himself effectively in informal situations.

SPECIFIC SKILL (S)

- B. Small group/Large group discussion

AREA	ACTIVITY
Speaking: Formal Expression	1. Ask students to speak about a favorite hobby and to bring samples of materials used: e.g., scuba gear (scuba diving), cross-stitch quilting (needlework), rods, reels (fishing). 2. Assign students to read a biography or an autobiography of someone with a career in which the student is interested. Then let students give talks to the class about the subjects. 3. Encourage students to participate in oratorical contests sponsored by organizations such as the American Legion, churches, soil conservation groups, etc.
OBJECTIVE #3 The student will express himself in formal situations.	
SPECIFIC SKILL (S) A1aTo inform/demonstrate	

AREA	ACTIVITY
Speaking: Formal Expression	1. Ask students to relate plot summaries of humorous movies or television programs. This could lead to a discussion of humor. Which situations are funny? What makes people laugh? 2. Let students tell anecdotes, jokes, or riddles to class.
OBJECTIVE #3 The student will express himself in formal situations.	
SPECIFIC SKILL (S) A1bTo entertain	

ACTIVITY

Ask students to make persuasive speeches to attempt to convince a specific audience, e.g., persuade your father to stop smoking, persuade your teacher to raise your grade, persuade your younger brother to leave your things alone, persuade your friend to vote Republican, persuade your best friend to join the army with you.

AREA

Speaking: Formal Expression

OBJECTIVE #3

The student will express himself in formal situations.

SPECIFIC SKILL (S)

A1c To persuade

ACTIVITY

Let students originate ideas for special occasions on which they might make a short speech: at a party for their parents' 25th wedding anniversary, at the funeral of a friend, at an awards banquet honoring an outstanding lineman, at a retirement dinner for their teacher. Then ask them to develop their ideas into a 3-minute speech.

AREA

Speaking: Formal Expression

OBJECTIVE #3

The student will express himself in formal situations.

SPECIFIC SKILL (S)

A1d
For a special occasion

AREA	ACTIVITY
Speaking: Formal Expression	Stress that prepared speeches should neither be memorized nor read in their entirety. Note cards should be brief enough to give the speaker an idea of what he will say. For an activity, ask the student to write out his speech, then condense it on notecards, using only key words and phrases.
OBJECTIVE #3 The student will express himself in formal situations.	
SPECIFIC SKILL (S) B. Use note cards effectively	

AREA	ACTIVITY
Speaking: Formal Expression	1. Assign various audiences before students begin planning their speeches, Examples: a. the school board b. the PTA c. a labor union d. an assembly of high school students
OBJECTIVE #3 The student will express himself in formal situations.	Then tell students to choose a point of view on a topic that would probably be antithetical to that of the particular group he has been assigned. Their objective is to convince an audience to adopt a different point of view than the one they presently hold.
SPECIFIC SKILL (S) C. Speak to a specific audience from a specific point of view	2. Have students find answers to the following questions before attempting to write their speeches: a. How large is the group? b. What kind of people will make up the audience? c. What specific information might they want from me? d. What persuasive techniques will be most effective with this audience?

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ACTIVITY

Ask students to develop a short speech containing irrelevant material. As they present the speech to the class, listeners are to note any material that does not belong in the speech. Then the entire class can discuss material that does not belong.

AREA

Speaking: Formal Expression

OBJECTIVE #3

The student will express himself in formal situations.

SPECIFIC SKILL (S)

D. Support a topic

AREA Speaking: Formal Expression	ACTIVITY
OBJECTIVE #3 The student will express himself in formal situations.	1. <i>Organization</i> One way to begin formulating ideas for a topic is to get other people's opinions on a topic. Students can practice interviewing students, family members, teachers, etc. It would be best to have students formulate clear questions before they attempt to gather others' opinions. Example: topic — effect on family of both parents working Sample questions (to students): - If both your parents work, how long have they both been working? - What tasks do you have to do now that you normally wouldn't if both parents were not working? - What advantages are there to having both parents work? 2. <i>Delivery</i> Have students practice their speeches before a mirror, noticing any distracting behavior(s) that they may have.
SPECIFIC SKILL (S) E. Use pre-speaking techniques	3. Ask students to choose a joke or an anecdote that applies to them and adapt it for an opening statement to a topic they would like to speak on. 4. Have students gather alarming statistics as openers for their speeches. Example: In 1963, 55 babies were born in my hometown; today only 10 of these people remain in town (The rest have moved away.) 5. Have students practice opening speeches with a series of short questions. Example: What recreation facilities are there for teenagers in West Columbia today?

ACTIVITY

Use a current school problem as a basis for a panel discussion. Have two participants present one side of the issue, two others the opposing side. Be sure participants do preliminary work, e.g., conduct interviews, take notes, etc. Limit time for discussion to 15 minutes.

AREA

Speaking: Formal Expression

OBJECTIVE #3

The student will express himself in formal situations.

SPECIFIC SKILL (S)

F. Participate in panel discussions

ACTIVITY

See chart in Appendix.

AREA

Speaking: Formal Expression

OBJECTIVE #3

The student will express himself in formal situations.

SPECIFIC SKILL (S)

G. Evaluate speeches of self/others

AREA	ACTIVITY
Speaking: Informal Expression	Have students role play job interviews in front of the class. Then interviewer/interviewee can switch roles. Students who already have jobs or hold management positions make excellent interviewers, but have them include difficult questions, such as the following in their interview: 1. How long do you plan to be with the company? 2. What type of salary are you looking for? 3. What can you offer our company?
OBJECTIVE #3 The student will express himself in informal situations.	
SPECIFIC SKILL (S) H₁ Interviews: Jobs	

AREA	ACTIVITY
Speaking: Informal Expression	1. On the first day of school assign pairs of students to interview each other, then make introductions in front of the class. As a preliminary aid, list questions (suggested by students) on the board to be asked during interviews. Students take notes as they interview each other.
OBJECTIVE #3 The student will express himself effectively in informal situations.	2. Interview an older relative. (Refer to Appendix for oral history project)
SPECIFIC SKILL (S) H₂ Interviews: Personal	

REFERENCE/STUDY/MEDIA (High School)

ACTIVITY

1. Provide students with a map of their media center on which places have been numbered. Ask students to locate and label these places on their maps.
2. Show class a video tape of the layout of the media center, to include services, materials, and procedures. (May be used in conjunction with the above activity.)

AREA

Reference/Study/Media

OBJECTIVE #1

The student will become familiar with the physical setting and procedures of the media center.

SPECIFIC SKILL (S)

- A. Media personnel
- B. Areas of media center
- C. Services and materials
- D. Observe rules

ACTIVITY

Sharpen alphabetizing skills by scrambling a number of bibliographical entries. Ask students to re-order them in alphabetical order.

AREA

Reference/Study/Media

OBJECTIVE #2

The student will recognize and use materials appropriate to complete tasks.

SPECIFIC SKILL (S)

- A. Alphabetize

AREA	ACTIVITY
Reference/Study/Media	Divide the class into 4-5 groups. Give each group a chart of the Dewey Decimal System and each group a different topic. Using the chart, each group is to locate the place in the library where materials on their topic may be found. Next, groups go to the library, find books on the topic, and show them to the teacher. Groups compete with each other to find relevant books and materials.
OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks.	
SPECIFIC SKILL (S) B. Apply Dewey Decimal Classification System to identify, locate and retrieve needed sources.	
AREA	ACTIVITY
Reference/Study/Media	1. Give students copies of sample title pages from books and blank catalogue cards. Using information from title pages, students make an author card, title card, and subject card (see appendix). 2. Give students a list of topics and have them record the information located on the outside of the drawer in which they would find material on their topic.
OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks.	Example: BI-BO (Information on Drawer) topic: Jean Bothwell
SPECIFIC SKILL (S) C. Card catalogue	

ACTIVITY	AREA
Give students an assignment, e.g., Research an Occupations. Students are to find answers to the following: What are the educational requirements? What does the position pay? What is the supply and demand? What are the duties? Give each student an evaluation sheet. The student is to evaluate each source as to its level of difficulty, relevance, timeliness, accuracy, and advantages of format. See Appendix.	Reference/Study/Media OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks. SPECIFIC SKILL (S) D. Show proficiency in using evaluative criteria when selecting and using print materials.
ACTIVITY	ACTIVITY
1. Familiarize students with all parts of their dictionaries (Students all need the same dictionary, e.g., <i>Webster's Collegiate</i>). Then ask them to answer specific questions. Answers can be found in various parts of the dictionary; biographical section, geographical section, college and universities, charts and tables. Examples: a. How many quarts are there in two liters? b. How old was Roualt when he died? c. In what year was the University of S. C. founded? 2. Give students sentences that contain a word with multiple meanings. Below each sentence, list the various meanings of the word, and ask students to select the best meaning based on the context of the sentence. Use dictionary to support answers. Example: How much is the <i>fine</i> for parking in a loading zone? fine: a. very good, b. very small, thin, c. sum of money paid as punishment	Reference/Study/Media OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks. SPECIFIC SKILL (S) E. Dictionaries

AREA Reference/Study/Media	ACTIVITY - Duplicate an entry from the index volume of an encyclopedia. Ask students whether certain information can be found here; if so, in what volume and on what page? Example: SAN FRANCISCO: climate — X, 423 government — V, 182 housing — X, 425 transportation — XII, 376 Sample questions: - How far is it from Los Angeles to San Francisco? - In what volume and on what page would information about housing in San Francisco be found?
OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks.	
SPECIFIC SKILL (S) E. Encyclopedias	- Type a portion of an encyclopedia article, leaving space below the lines. Ask students to paraphrase the selection in the space provided. - Activity can also be adapted for precis writing.

AREA Reference/Study/Media	ACTIVITY - Divide students into pairs. Have two or three pairs compete finding information using almanacs: Examples: - How many Presidents in the past 20 years have been Republican? - How much has the population of Charleston increased between 1970-1980?
OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks.	
SPECIFIC SKILL (S) E. Almanacs	469

ACTIVITY 1. Ask students to search the pamphlet file to find a topic for an informative speech. Have them check out and bring the file to class. 2. Students can contribute to the school's pamphlet file. After students are familiar with the type of material in the file, divide class into groups of four and ask each group to develop a file folder on a topic not included in the school's file. They can clip articles from newspapers and magazines from home. Sample topic: 1. a specific writer, e.g., "Toni Morrison" 2. "The Supreme Court" 3. "Teenagers and the Law"	AREA Reference/Study/Media OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks. SPECIFIC SKILL (S) E. Pamphlet file
ACTIVITY 1. Familiarize students with the variety of reference materials available. Bring copies of <i>Granger's Index To Poetry, Twentieth Century Authors, Current Biography</i> or <i>Bartlett's Familiar Quotations</i> to class. Tell students the uses of the books and let them look them over. 2. Give students sample first lines of poems. Ask them to use <i>Granger's Index to Poetry</i> and locate the poem in a book in their library and bring the book to class.	AREA Reference/Study/Media OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks. SPECIFIC SKILL (S) E. Other reference books

AREA Reference/Study/Media	ACTIVITY 1. Find a page in an atlas with a copy of a U. S. map. Ask students to trace a route from one city to another, e.g., Boston to New Orleans, listing road numbers. Switch papers with another student and ask him to follow your route without giving away the final destination. 2. Using an atlas, ask students to answer questions, such as the following: 1. Through what countries in Africa does the Nile flow? 2. Which city in Florida is farther north, Miami or Palm Beach?
OBJECTIVE #2 The student will recognize and use materials appropriate to complete tasks.	
SPECIFIC SKILL (S) E. Atlases	
AREA Reference/Study/Media	ACTIVITY 1. Give students a guide to the <i>Reader's Guide</i>. See Appendix 2. Ask students to locate a periodical using the <i>Reader's Guide</i>. They then read the article and fill out a form about the article. See Appendix. 3. For numerous other activities, see Appendix.
OBJECTIVE #2 The students will recognize and use reference materials.	
SPECIFIC SKILL (S) F. <i>Reader's Guide</i>	

ACTIVITY See Writing, Objective 4, Skill E. • •	AREA Reference/Study/Media OBJECTIVE #3 The student will utilize sources available in media center...experience. SPECIFIC SKILL (S) A. Choose and limit a topic for reports
ACTIVITY (See Writing Objective 4, Skill E4) 1. Give students famous quotations (see <i>Bartlett's</i>). Have them put the quotes in their own words, making sure they've retained the original meaning. Harder yet, have them integrate the quote into a larger context (a paragraph or portion of a paragraph), aiming for smoothness and logical transition.	AREA Reference/Study/Media OBJECTIVE #3 The student will utilize sources available in media center...experience. SPECIFIC SKILL (S) B. Summarize and paraphrase

AREA Reference/Study/Media	ACTIVITY Give students an encyclopedia assignment on Whitman, e.g., What year was he born? When did he write <i>Leaves of Grass</i>? Are there illustrations within the article? Have students apply skimming and scanning techniques to locate information.
OBJECTIVE #3 The student will utilize sources available in media center...experience.	
SPECIFIC SKILL (S) C. Apply skimming and scanning	
AREA Reference/Study/Media	ACTIVITY See Writing Objectives 4, Skill E
OBJECTIVE #3 The student will utilize sources available in media center...experience.	
SPECIFIC SKILL (S) D. Take accurate notes and make outline	473

ACTIVITY	AREA
See Writing Objectives, Skill E	Reference/Study/Media
See Appendix	
	OBJECTIVE #3 The student will utilize sources available in media center...experience.
	SPECIFIC SKILL (S) E. Compile and record bibliographic information
ACTIVITY	AREA
1. Start the class by asking a student to summarize the previous day's lesson. This helps the entire class remember and gives the teacher an opportunity to stress important points again.	Reference/Study/Media
2. Instruct students to review class notes daily.	
	OBJECTIVE #4 The student will organize information for studying.
	SPECIFIC SKILL (S) A1 Daily study

AREA

Reference/Study/Media

ACTIVITY

1. To help weak spellers remember words, get students to write the words in large letters on a sheet of paper. They then trace the letters with their fingers, saying each letter aloud, and finally, the whole word.
2. Ask students what tips they have for studying for a particular type of test. Often students who do well on tests can give helpful advice to students who do not do as well.

OBJECTIVE #4

The student will organize information for studying.

SPECIFIC SKILL (S)

A2 Test study

ACTIVITY

1. Begin with simple questions and gradually add more complex questions. On a ditto present a list of questions for students to begin answering (they needn't complete the answers). Tell them to first underline parts of the question that tell what information is called for.

Examples:

1. What *color* was the *room*?
Answer: The room was _____.
2. What *player* hit *home runs* and *how many* did he hit?
Answer: _____ hit _____ home runs.
3. If two trains leave destinations 20 miles apart and each train heads for the other traveling at 50 miles per hour, *how long* will it take for the *trains to collide*? Answer: It will take _____ minutes for the trains to collide.
2. Give students practice questions and have them begin their first sentence of the answer with information from the question; let them use notes from lectures and class discussion to answer question completely.

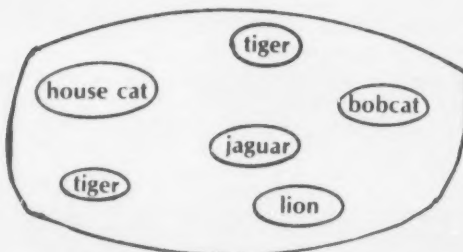
See Appendix

3. Graphically illustrate (on the board or overhead projector) how to write a definition of a noun. First place it in a category; then differentiate it from others in that category.

Example: Define house cat

Category: felines

Differentiation Characteristics



1. Small size
2. Domesticated
3. Function — as pet, rodent-catcher
4. Variety of colors and designs
5. Locale

Definition: A house cat is a domesticated feline that differs from other felines in its smaller size and color. It mainly serves as a pet although it is often used to catch rodents. The species is found literally throughout the world.

AREA

Reference/Study/Media

OBJECTIVE #4

The student will organize information for studying.

SPECIFIC SKILL (S)

B. Test-taking strategies

AREA Reference/Study/Media	ACTIVITY (See Appendix for answering essay questions.) TEST VOCABULARY 1. Explain test vocabulary to students and be sure they understand terms such as: define, explain, describe, synonym, antonym, essay, short answer, analogy, list, trace, identify, narrate, persuade, compare, contrast
OBJECTIVE #4 The student will organize information for studying.	
SPECIFIC SKILL (S) B. Test-taking strategies	
AREA Reference/Study/Media	ACTIVITY 1. AUDIO Have students tape an interview of their oldest relative. (See Appendix for sample of oral history project.) 2. VIDEO If the interviewee doesn't mind being filmed, have students film or videotape the individual's face and let the facial gestures relate the story along with the dialogue.
OBJECTIVE #5 The student will recognize, use print and non-print media.	
SPECIFIC SKILL (S) A. Operate equipment	477

ACTIVITY

AREA

Reference/Study/Media

1. Local radio and television stations are especially sensitive to audience opinion. You and other members of your class can have a real impact and perform a real public service by working with local stations.

- a. Begin by organizing a listening and/or viewing brigade. Keep a journal of minute-by-minute broadcasting by a local station.

- b. Evaluate the results of this investigation. Is the emphasis on national news which is already being handled well by the major networks? Is there enough local news? Is the type of programming appropriate for your area? Does it interest the people who live in the community? Does it provide any service to the community by featuring reports on good points, defect, etc.? Is there any service that it should provide that would help the community? Answer these questions; think about them. Decide if changes are desirable; and if so, which changes.

- c. Contact some community groups. Organize. Draw up a letter to the local station with constructive suggestions for improvement. Have the letter signed by as many groups as possible.

- d. Send or present the letter to the manager of the local radio or television station. If, after a reasonable length of time, you do not hear from them, follow up the letter with individual letters and telephone calls. Almost definitely you will be listened to, will get results, will discover that the media can work for you as well as on you! Good lobbying!

2. Write Neilson and Arbitron Rating Service and obtain rating books for the class and have each student complete the book during a rating period. After completing the books for the 30 days, invite a program director from a local television station to explain how to assimilate the data and to explain the results (Call TV stations for more information.)

OBJECTIVE #5

The student will recognize, use print and non-print media.

SPECIFIC SKILL (S)

A. Operate equipment

AREA

Reference/Study/Media

ACTIVITY

Familiarize students with media terminology.
See Appendix

OBJECTIVE #5

The student will recognize, use print
and non-print media.

SPECIFIC SKILL (S)

A. Operate equipment

AREA

Reference/Study/Media

ACTIVITY

Students can illustrate a poetry book through photographs.

OBJECTIVE #5

The student will recognize, use print
and non-print media.

SPECIFIC SKILL (S)

B. Design and produce a media
project

479

ACTIVITY

SLIDE PRESENTATION

Have students select an idea for a haiku, such as the changing seasons. Then write a script for the idea (can be as simple as a phrase for each slide.) Think of pictures that would illustrate the script and then take pictures of the scenes.

AREA

Reference/Study/Media

OBJECTIVE #5

The student will recognize, use print and non-print media.

SPECIFIC SKILL (S)

B. Design and produce a media project

ACTIVITY

1. FILM ANIMATION

Divide class into groups of four, letting each group decide on an object to animate, such as a car, clay, fruit. They draw it; color it, and then film it.

Begin shooting three or so seconds of the scene before any action occurs. Now move the figures or their moveable parts to make a small change in its position or shape; then film this new position for three or so seconds. This is repeated until a specified movement is completed.

Contact the filmmaker at S. C. Arts Commission for further help in media production.

AREA

Reference/Study/Media

OBJECTIVE #5

The student will recognize, use print and non-print media.

SPECIFIC SKILL (S)

B. Design and produce a media project

AREA Reference/Study/Media	ACTIVITY
OBJECTIVE #5 The student will recognize, use print and non-print media.	1. Have students read a television play. Study camera shots (low angle, high angle, zoom-in, close-up, etc.) used in the play. From this, lead into a filmmaking project. Divide class into four small groups; each group thinks of a story idea and searches magazines for pictures to tell their stories. Have students begin the layout of their stories in this order: wide angle shot, medium shot, close-up shot and then back to medium shot; from this point, students may choose their shots to correlate with the story, making certain that the last shot is a wide angle shot. It is a good idea to have students write a story line for each picture. When story nears completion, some members of the group can write the credits and find background music for stories. For the actual filming you should contact the AV person in your school if you're not a filmmaker yourself.
SPECIFIC SKILL (S) B. Design and produce a media project	2. FILM DOCUMENTARY Have students choose a topic like "Discipline at our School." - Let them conduct and film interviews with teachers, students, counselors and administrators. - Research the regulations of the district/school on discipline - Write a script summarizing his/her findings. - Shoot visuals to go along with script. 3. MOVIE PROJECT See page 10-11 on the movie game in Appendix.

ACTIVITY

Secure special slide marking pencils from a photographic supply house and blank 35mm film. Or you may soak an unusable filmstrip in bleach, allow it to dry, and use it. Draw the scenes on separate frames of the film.

AREA

Reference/Study/Media

OBJECTIVE #5

The student will recognize, use print and non-print media.

SPECIFIC SKILL (S)

B. Design and produce a media project

ACTIVITY

1. Have the class come up with a news story concerning a school activity and outline what is necessary to cover the story for newspaper, radio, magazine, and television. Explain the different requirements for each. Invite experts in each medium to explain how each would have covered the story.
2. Read a true story or a biography that is to be shown on television and then, after viewing the program, discuss how closely the television version followed the book.

AREA

Reference/Study/Media

OBJECTIVE #6

Analyze print/non-print media and their unique effect on audience

SPECIFIC SKILL (S)

(6-12) APPENDIX

SUGGESTIONS FOR AN INTEGRATED UNIT ON science fiction (Grades 6-8)

Objective: The student will be able to recognize and appreciate science fiction as a literary form.

I. Reading:

Activities

Skills:

Vocabulary
Fantasy/Realism
Summarize
Analyze Literature/
Genre and Elements

1. Students will read various examples of science fiction: stories, plays, poetry, novels, etc. Suggested titles include: "The Fun They Had" (short story) by Isaac Asimov, *A Wrinkle in Time* (novel) by Madeleine L'Engle, stories by Isaac Asimov, Ray Bradbury, H. G. Wells, etc., "The Different Ones" (play).

Use *Scope Magazine*, Pendulum Press materials, selections from Reading or Literature textbook.

II. Writing:

Skills:

Predict Outcomes
Prewriting
Letter Writing
Write in Modes
Write to express personal feelings
and opinions
Revision for publication
Writing for purpose and
Audience

1. Give students the beginning of a science fiction story for them to complete creatively.
2. Select and assign writing topics from the reading selections (i.e., from "The Fun They Had"). Have students discuss the contrast of schools now and in the future as described in the story. Have students write a letter to a student in school in the 21st century telling them about school life today. Explain how the letters could be placed in a time capsule for future generations to read.
3. Prepare and publish a newspaper of the future. (All articles, stories and contributions such as advertisements must be future oriented.)

III. Listening:

Skills:

Critical listening
Differentiating sounds

1. Students listen to tapes such as "War of the Worlds," "The Time Machine," etc. Prepare worksheets for identifying main idea and specific details, etc., after listening to the tapes.
2. Make a tape of sounds of the future (rockets launching, space "bleeps," etc.) Have students imagine and label sources of the sounds.

IV. Speaking:

Skills:

Creative Interpretation
Structured Speaking

1. Have students dramatize a science fiction play. This could be an original adaptation from a short story or a drama.
2. Have students debate science fiction issues such as: "The Possible Existence of U.F.O.'s."

V. Reference/Study/Media

Skills:

1. Have students prepare research paper, project, bulletin board, filmstrip, etc., on some aspect of science fiction which would require research with sources.

Use of reference materials
Collect and organize data
Use AV equipment and graphics

2. Prepare and conduct a survey of the entire or a portion of the school population on some topic such as "Do you believe there is life on other planets?" Have students make the survey and organize the information into a chart or graph.
3. Have students tape a radio play or newscast of the future.

INTEGRATED UNIT

A SHORT SAMPLE UNIT INVOLVING LISTENING, SPEAKING, READING AND WRITING

Tall Tales

NB: Before turning in an written assignment, students pair up or get into small groups and take turns reading their writing aloud to each other.

Oral Reading	Ref:	<i>Voices, I</i> , 349-353: Introduction to main characteristics of tall tales — slapstick, situation comedy, spoonerism, exaggeration. Cf. "Three Stooges," situation comedies on TV.
1) Writing		Assignment #1: Write a story in which one person and one animal is exaggerated as in the stories we have just read. (Jim Bridges — ITV)
Silent Reading	Ref:	<i>Learning Your Language/Two — Book 4, Tall Tales of America</i> , Lesson 1, 293-296, "America Gets Discovered and Settled" Lesson stresses conversational quality of tall tales and oral history of tales.
2) Writing		Assignment #2: Take an actual historical event (e.g., Paul Revere's Ride, the first Thanksgiving, the Boston Tea Party, the first walk on the moon, etc.) and imagine you were there. Add little-known details about this event. Naturally, you will exaggerate these details as tall tale tellers do.
Silent Reading & Writing	Ref:	<i>Voices, I</i> ; 359-367: Tales about Paul Bunyan. Answer questions on p. 367.
Listening	Ref:	<i>Tall Tale America</i> , "Paul Bunyan, Northwoods Lumberman," 167 ff. Lesson gives additional information about Paul Bunyan for students' interest and entertainment. Teacher reads aloud.
3) Writing		Assignment #3: Write your own Paul Bunyan tall tale, explaining how Paul accomplished some unusual feat, such as, how he carved out the Grand Canyon, put out the Chicago Fire, defeated King Kong, etc.
Oral, Reading & Speaking	Ref:	<i>Voices I</i> , 353-356, "The Seabees," "The Snakebit Hoehandle." Lesson stresses use of dialect in folktales. Brief class discussion of different dialects students have heard.
4) Writing		Assignment #4: (<i>Voices</i> , 356) Write a story in which you explain how the _____ got its _____ (e.g., how the tiger got its stripes, how the giraffe got so tall, etc.)

Listening:

Ref: *Tall Tale America*, "John Henry and the Machine in West Virginia," 203 ff., "Pecos Bill, King of the Texas Cowboys," 185 ff. Lesson stresses attention to birth and background of folk heroes. Teacher reads aloud.

5) Writing:

Assignment #5: Write a tall tale about a real or imaginary modern folk hero. He or she can be a famous scientist, athlete, war hero, detective, etc. Students then select two of their five tall tales to revise and rewrite. These are the only selections graded. A bulletin board can then be made, incorporating students' tall tales.

- Above assignments will take two weeks to complete, one class period per day.
- Also — See ITV Radio — Folktales

HOW TO HELP YOUR CHILD BECOME A BETTER WRITER

SUGGESTIONS FOR PARENTS FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Dear Parent:

We're pleased you want to know how to help the NCTE effort to improve the writing of young people. Parents and teachers working together are the best means for assuring that children and youth will become skilled writers.

Because the situation in every home is different, we can't say when the best time is to pursue each of the following suggestions. In any case, please be aware that writing skill develops slowly. For some, it comes early; for others it comes late. Occasionally a child's skill may even seem to go backwards. Nonetheless, with your help and encouragement, the child will certainly progress.

The members of the National Council of Teachers of English welcome your involvement in your child's education in writing. We hope you will enjoy following these suggestions for helping your child become a better writer, both at home and at school.

Things to Do at Home

1. Build a climate of words at home. Go places and see things with your child, then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when loving adults — particularly parents — share experiences and rich talk about these experiences.
2. Let children see you write often. You're both a model and a teacher. If children never see adults write, they gain an impression that writing occurs only at school. What you *do* is as important as what you say. Have children see you writing notes to friends, letters to business firms, perhaps stories to share with the children. From time to time, read aloud what you have written and ask the children their opinion of what you've said. If it's not perfect, so much the better. Making changes in what you write confirms for the child that revision is a natural part of writing, which it is.
3. Be as helpful as you can in helping children write. Talk through their ideas with them; help them discover what they want to say. When they ask for help with spelling, punctuation, and usage, supply that help. Your most effective role is not as a critic but as a helper. Rejoice in effort, delight in ideas, and resist the temptation to be critical.
4. Provide a suitable place for children to write. A quiet corner is best, the child's own place, if possible. If not, any flat surface with elbow room, a comfortable chair, and a good light will do.
5. Give, and encourage others to give the child gifts associated with writing.
 - pens of several kinds
 - pencils of appropriate size and hardness
 - a desk lamp
 - pads of paper, stationery and envelopes — even stamps
 - a booklet for a diary or daily journal (Make sure that the booklet is the child's private property; when children want to share, they will.)
 - a dictionary appropriate to the child's age and needs. Most dictionary use is for checking spelling, but a good dictionary contains fascinating information on word origin, synonyms, pronunciation, and so forth.
 - a thesaurus for older children. This will help in the search for the "right" word
 - a typewriter, even a battered portable will do, allowing for occasional public messages, like neighborhood newspapers, play scripts
 - erasers or "white-out" liquid for correcting errors that the child wants to repair without rewriting.
6. Encourage (but do not demand) frequent writing. Be patient with reluctance to write. "I have nothing to say" is a perfect excuse. Recognize that the desire to write is a sometime thing. There will be times when a child "burns" to write, others when the need is cool. But frequency of writing is important to develop the habit of writing.
7. Praise the child's efforts at writing. Forget what happened to you in school and resist the tendency to focus on errors of spelling, punctuation, and other mechanical parts of writing. Emphasize the child's successes. For every error the child makes, there are dozens of things he or she has done well.
8. Share letters from friends and relatives. Treat such letters as special events. Urge relatives and friends to write notes and letters to the child, no matter how brief. Writing is especially rewarding when the child gets a response. When thank you notes are in order, after a holiday especially, sit with the child and write your own notes at the same time. Writing ten letters (for ten gifts) is a heavy burden for the child; space the work and be supportive.
9. Encourage the child to write away for information, free samples, travel brochures. For a great many suggestions about where to write and how to write, purchase a copy of the helpful U. S. Postal Service booklet, *All About Letters* (available from NCTE @ \$1.50 per copy).

10. Be alert to occasions when the child can be involved in writing. For example, helping with grocery lists; adding notes at the end of parents letters; sending holiday and birthday cards; taking down telephone messages; writing notes to friends; helping plan trips by writing for information; drafting notes to school for parental signature; writing notes to letter carriers and other service persons; preparing invitations to family get-togethers.

Writing for real purposes is rewarding, and the daily activities of families present many opportunities for purposeful writing. Involving your child may take some coaxing, but it will be worth your patient effort.

Things to Do for School Writing Programs

1. Ask to see the child's writing, either the writing brought home or the writing kept in folders at school. Encourage the use of writing folders, both at home and at school. Most writing should be kept, not thrown away. Folders are important means for helping both teachers and children see progress in writing skill.
 2. Be affirmative about the child's efforts in school writing. Recognize that for every error a child makes, he or she will do many things right. Applaud the good things you see. The willingness to write is fragile. Your optimistic attitude toward the child's efforts is vital to strengthening the writing habit.
 3. Be primarily interested in the content, not the mechanics of expression. It's easy for many adults to spot misspellings, faulty word usage, and shaky punctuation. Perfection in these escapes most adults, so don't demand it of children. Sometimes teachers — for these same reasons — will mark only a few mechanical errors, leaving others for another time. What matters most is writing words, sentences and ideas. Perfection in mechanics develops slowly. Be patient.
 4. Find out if children are given writing instruction and practice in writing on a regular basis. Daily writing is the ideal; once a week is not often enough. If classes are too large in your school, understand that it may not be possible for teachers to ask as much writing practice as they would like. Insist on smaller classes — no more than 25 in elementary schools and no more than four classes of 25 for secondary school English teachers.
 5. Ask if every teacher is involved in helping youngsters write better. Worksheets, blank-filling exercises, multiple choice tests, and similar materials are sometimes used to avoid having children write. If children and youth are not being asked to write sentences and paragraphs about science, history, geography, and the other school subjects, they are not being helped to become better writers. All teachers have responsibility to help children improve their writing skills.
 6. See if youngsters are being asked to write in a variety of forms (letters, essays, stories, etc.) for a variety of purposes (to inform, persuade, describe, etc.) and for a variety of audiences (other students, teachers, friends, strangers, relatives, business firms). Each form, purpose, and audience demands differences of style, tone, approach, and choice of words. A wide variety of writing experiences is critical to developing effective writing.
 7. Check to see if there is continuing contact with the imaginative writing of skilled authors. While it's true we learn to write by writing, we also learn to write by reading. The works of talented authors should be studied not only for ideas but also for the writing skills involved. Good literature is an essential part of any effective writing program.
 8. Watch out for the "grammar trap." Some people may try to persuade you that a full understanding of English grammar is needed before students can express themselves well. Some knowledge of grammar is useful, but too much time spent on study of grammar steals time from the studying of writing. Time is much better spent in writing and conferring with the teacher or other students about each attempt to communicate in writing.
 9. Encourage administrators to see that teachers of writing have plenty of supplies — writing paper, teaching materials, duplicating and copying machines, dictionaries, books about writing, and classroom libraries of good books.
 10. Work through your PTA and your school board to make writing a high priority. Learn about writing and the ways youngsters learn to write. Encourage publication of good student writing in school newspapers, literary journals, local newspapers and magazines. See that the high school's best writers are entered into the NCTE Achievement Awards in Writing Program or the Scholastic Writing Awards or other writing contests. Let everyone know that writing matters to you.
- By becoming an active participant in your child's education as a writer, you will serve not only your child but other children and youth as well. You have an important role to play, and we encourage your involvement.

For additional copies of this brochure, send request prepaid to the NCTE Order Department, 1111 Kenyon Road, Urbana, IL 61801. Up to 14 free; 15-99, \$.05 each; 100 or more, \$4.50 per hundred. Parents and teachers are encouraged to make copies for use with local groups.

INSTANT WORD LIST

A research study of five million running words was made by Carroll, Davies and Richman. These five million running words were taken from approximately 10,000 samples of 500 words each in seventeen different curriculum areas in grades three through nine, plus magazines, fiction, and non-fiction books. The 300 most frequently occurring words from this research were compiled into Fry's Instant Word List.

One-half of all written material in English is composed of the first hundred instant words and their variants (s, ed, ing). The first ten words alone make up approximately twenty-four percent of all written material. The first 300 words make up sixty-five percent of most words written in English.

These 300 words are for beginning readers of any age; 6, 7 and 8 year olds in first, second, and third grades, remedial students in middle or secondary school, and adult functional illiterates.

These 300 Instant Words are the most frequently occurring English words in rank order of importance.

FIRST HUNDRED

By: Edward Fry

SECOND HUNDRED

By: Edward Fry

The list has been removed because of copyright restrictions

¹ Sakiey, Elizabeth, and Fry, Edward, 3,000 Instant Words. Highland Park, New Jersey: Drier Educational Systems, Inc., 1979.

THIRD HUNDRED
By: Edward Fry

² Carroll, John B.; Davies, Peter; & Richman, Barry. *The American Heritage Word Frequency Book*. Boston: Houghton Mifflin, 1971.

AN ESSENTIAL VOCABULARY¹

Adults Only	Elevator	Ladies	Pedestrians prohibited
Antidote	Emergency exit	Lost	Poison
Beware	Employees only	Live wires	Poisonous
Beware of the dog	Entrance	Men	Police (station)
Bus station	Exit	Next (window)	Post no bills
Bus stop	Exit only	(gate)	Post office
	Explosives	No admittance	Posted
Caution	External use only	No checks cashed	Private
Closed	Fallout shelter	No credit	Private property
Combustible	Fire escape	No diving	Pull
Contaminated	Fire extinguisher	No dogs allowed	Push
Condemned	First aid	No dumping	Safety first
Deep Water	Flammable	No fires	Shallow water
Dentist	Found	No loitering	Shelter
Don't walk	Fragile	No fishing	Smoking prohibited
Do not cross, use tunnel	Gasoline	No hunting	Step down (up)
Do not crowd	Gate	No minors	Taxi stand
Do not enter	Gentlemen	No smoking	Terms cash
Do not inhale fumes	Handle with care	No spitting	Thin ice
Do not push	Hands off	No swimming	This end up
Do not refreeze	Help	No touching	This side up
Do not shove	High voltage	No trespassing	Up
Do not stand up	In	Not for external use	Use before (date)
Do not use near heat	Inflammable	Noxious	Use in open air
Do not use near open flame	Information	Nurse	Use other door
Doctor (Dr.)	Instructions	Office	Violators will be prosecuted
Down	Keep away	Open	Walk
Dynamite	Keep closed at all times	Out	Wanted
	Keep off (the grass)	Out of order	Warning
	Keep out		Watch your step
			Wet paint
			Women

(Words and phrases in this list were selected on the basis of their being essential to physical safety, social acceptability and the avoidance of embarrassment.)

Recommended for remedial reading and adult literacy programs at all educational levels.

¹ Corlett T. Wilson, "An Essential Vocabulary," *The Reading Teacher*, Vol. 17, No. 2 (November, 1963), pp. 94-95.

KNIPP TEST FOR READING SPEED AND FOLLOWING DIRECTIONS

From Horry County Curriculum Guide

Name _____ Date _____
 _____ Grade _____ First Minute _____ W.P.M. Average _____ Time Consumed _____

Directions: In almost every sentence you will find something to do or questions to answer. At the end of one minute, the teacher will say, "Mark where you are reading now." At the end of the time limit, the teacher will say, "Stop at once." Do what you are told to do or answer the questions, but read and mark as fast as you can.

Write the number "one" on this line: _____. Write the word "red" on this line: _____. Make a cross here: _____. Draw a ring around number "four" 2 4 5 9. Put a box around this ring: _____. Cross out "to" in "going to school." This is easy. How old are you? _____. What number comes after 7? _____. What number comes before 3? _____. What number comes between 4 and 6? _____

This is fun. Read as fast as you can. Put a dot in this box: _____. Is your mother living now? _____. How many sisters do you have? _____. How many letters are in the word "it"? _____. How many letters are in the word "top"? _____. Cross out the "o's" in "common." Cross out the "l's" in "balloon." Print the first letter in your first name: _____. What is the first letter in the alphabet? _____. What letter comes after "d" in the alphabet? _____

You are doing well. Keep it up. Cross out the letter that comes after "t" in "watch." Cross out the last letter in "easy." How many hands do you have? _____. How many ears do you have? _____. Draw two more trees on this line: _____. Draw another "x" here: _____. If you like to play games like this, write "yes": _____. Draw a ring around the first word in this sentence. Draw a line under the word that tells with which hand you write: Left Right. If you can see well, write "yes" here: _____

You are a good reader. Write "yes" or "no" after each of these questions. Can dogs bark? _____. Are all trees green? _____. Is our flag red, white and black? _____. Do hens lay eggs? _____. Do two things make a pair? _____. Is fire always hot? _____. Do you have much money in your pocket? _____. Do you try to be clean? _____. Are you sitting

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now? _____. Is a pound a piece of our American money? _____. This is easy work. Keep on. Draw a line above the last word in this line. Write the first letter of the name of your city: _____. How much is $2 + 2$? _____

How much is $9 - 3$? _____. Draw a circle around the bigger number: 74 93 Put an "x" over the biggest number: 26 62 39 If you have two balls and I give you three more, how many have you then? _____

Print the third letter of the alphabet: _____. How many "l's" are there in the word "table"? _____. Do you like this test? _____

You are doing well. Read as fast as you can. Do birds build nests? _____. Would you like to find five dollars? _____. Put a ring around the word that means "happy": glad sad. Draw a line under the word that means "to keep": spend, save. Draw an "x" in this circle: _____. How many legs do you have? _____. How many legs has a dog? _____. Is a dog older than a puppy? _____. How much is $2 + 3 + 4$? _____. How much is 4×3 ? _____

You are a fast reader. Keep on. Draw a line under the right answers. When does the moon shine? day, night. Which is cold? ice, air. Which is hot? snow, fire, wind. Which is smaller? mouse, cat. Which is hard? paper, nut. Which is heavy? book, table. Which is red? apple, desk, tree. Which is older? father, son. Which is younger? girl, mother. When is it dark? night, day. Only good readers can read as fast as you are doing now.

Write the first letter in "stop" here: _____. Print or write the last letter of your last name: _____. Write the word "man" here: _____. Draw a line under the opposite of white: open, black, gray. Draw a line through the word that means "little": shirt, large,

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small. Draw a line under the toy: told, top, toast. Draw a line around what you can eat: glass, rock, candy. Draw a line around the word that is a color: red, read. Are you getting tired? _____ Can pigs think? _____

Draw lines under the right answers. Which is a girl's name? Jim, Jean. Which is more? penny, dollar. Which is smaller? 32, 52. When do leaves fall from the trees? fall, spring. Where do you sleep? bed, chair. Which one can drink? toy, boy. Which is the bigger? quarter, dime. Which one can bark? pig, dog. This is the end.

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LIST OF PROVERBS

1. A rolling stone gathers no moss.
2. Look before you leap.
3. Don't carry all your eggs in one basket.
4. Haste makes waste.
5. The early bird catches the worm.
6. Birds of a feather flock together.
7. Waste not, want not.
8. Nothing ventured, nothing gained.
9. Handsome is as handsome does.
10. They can because they think they can.
11. The free sitter at the play grumbles most.
12. A stitch in time saves nine.
13. A watched pot never boils.
14. He who laughs last laughs best.
15. Where there's a will there's a way.
16. Strike while the iron's hot.
17. Too many cooks spoil the broth.
18. A word to the wise is sufficient.
19. He who hesitates is lost.
20. All that glitters is not gold.
21. Every cloud has a silver lining.
22. All's well that ends well.
23. A fool and his money are soon parted.
24. Everything comes to him who waits.
25. A new broom sweeps clean.
26. A bird in the hand is worth two in the bush.
27. It takes a thief to catch a thief.
28. Well done is better than well said.
29. All's fair in love and war.
30. Curiosity killed the cat.
31. You can't have your cake and eat it too.
32. The proof of the pudding is in the eating.
33. Don't cry over spilled milk.
34. Don't cross your bridges until you come to them.
35. Don't count your chickens before they're hatched.

Anchor, A Handbook of Classroom Ideas to Motivate the Teaching of Intermediate Language Arts., Mary E. Platts, Educational Service, Inc., Stevensville, Michigan, (1970).

DICTIONARY STUDY

1. What is a peetweet? _____
2. What was Dostoevski's first name? _____
3. What part of speech is the word onyx? _____
4. What are the compared forms of chunky? _____ and _____
5. Where would you find a pistil: A - a train, B - a plant, C - a holster? _____
6. From what language did artichoke come? _____
7. What is the plural form of ax? _____
8. What do the letters A.W.O.L. mean? _____
9. When was Edgar Allen Poe born? _____
10. What are the past tenses of slay? _____ and _____
11. Where is Mindanao? _____
12. What part of speech is the word gird? _____
13. How is organization divided into syllables? _____
14. What is a dorp? _____
15. What does the prefix un- mean? _____

*If you use this assignment, make sure your students' dictionaries contain this information.

Bramer, *Disoperation Day Book*

ENCYCLOPEDIA STUDY

Worksheet 1

Name _____

Using two (2) different encyclopedias, find and compare articles on two of the following subjects.

UFO's
Theory of relativity (a toughie)

Space travel
Hologram

Extrasensory perception
Laser

Name of encyclopedia 1 _____

Name of encyclopedia 2 _____

Does it have an index?	ENCY. 1	ENCY. 2
1. SUBJECT		
Name an interesting fact in one and not in the other.		
Can you tell who wrote the article? (Who did?)		
Are there any diagrams or pictures?		
Does the encyclopedia tell you where related information on this subject can be found? If yes, write down two other places you can look.		
2. SUBJECT		
Name an interesting fact in one and not in the other.		
Can you tell who wrote the article? (Who did?)		
Are there any diagrams or pictures?		
Does the encyclopedia tell you where related information on this subject can be found? If yes, write down two other places you can look.		

READER'S GUIDE
Worksheet 1

Name

1. Using the *Readers' Guide to Periodical Literature*, find an article on two of the following subjects:

Raising tropical fish
President Reagan
Repairing a car
Weightlifting
Cosmetics
Fashion modeling
Holography

Now answer the following questions about each article:

Article 1

- a. Title of article
- b. Author
- c. Name of magazine
- d. Date & page number
- e. Does our library have this magazine?

Article 2

- Title of article
- b. Author
- c. Name of magazine
- d. Date & page number
- e. Does our library have this magazine?

2. List below all the subject headings you can find in the *Reader's Guide to Periodical Literature* which have to do with the subject of geology.

Worksheet #2

Name

Choose any three (3) magazines (from the magazine list) being subscribed to by our library and answer the following questions. (You can use the current issues or an older copy).

I. Magazine #1

- a. Name of magazine
- b. This magazine publishes articles in what area?
- c. Is this magazine difficult, medium, or easy to read?

Magazine #2

- a. Name of magazine
- b. This magazine publishes articles in what area?
- c. Is this magazine difficult, medium, or easy to read?

Magazine #3

- a. Name of magazine
- b. This magazine publishes articles in what area?
- c. Is this magazine difficult, medium, or easy to read?

II. Which of these magazines seems most interesting? Explain why you like it best.

Name

Locate in the card catalog two (2) of the following subjects. Supply the requested information about a book which tells about this subject.

Vocational guidance
Careers - Medicine
Women-Careers
Electrical trades
Architecture - Careers
Accounting
Fashion modeling

I. *Subject 1*

- a. Call number of the book
- b. Title and author of book
- c. Copyright date of book
- d. Number of pages in book

Subject 2

- a. Call number of the book
- b. Title and author of book
- c. Copyright date of book
- d. Number of pages in book

- II. What is different about the call numbers of these two books as compared with *other* books? (If you don't see a difference, then we've made a mistake — let us know.)

Worksheet #4

Name

1. Using *Encyclopedia of Careers and Vocational Guidance, Volume 1*, choose one of the following science-related career fields and answer the following questions.

Atomic Energy Industry
Medical and Health Services
Oceanography and Limnology
Chemical and Drug Industries

a. Career field

b. List two occupations within this industry and describe what kind of work each occupation involves

Occupation #1

Job Description:

Occupation #2

Job Description

c. Give the name and address of an organization you can write to for current information about occupations in this career field.

Name

Address

2. Using *Occupational Outlook Handbook*, look in the table of contents under SCIENTIFIC AND TECHNICAL OCCUPATIONS or HEALTH OCCUPATIONS and choose one science-related occupation listed there. Then answer the following questions.

a. Occupation
Probable salary

b. What kind of training will you need to qualify for entry?

c. What is the future employment outlook?

d. What is the classification number (D.O.T. number) for this occupation?

e. Using the D.O.T. number, go to the *Dictionary of Occupational Titles* and see if our library has more information on file about this job. If you find a job description sheet there, read it and then write down some reasons why you think you would or would not like to have this job. (If you can't find one, go back and read the entire article in *Occupational Outlook Handbook*.)

GUIDE TO THE READER'S GUIDE

Heart¹

Diseases²

complete heart book.³ A. E. Nourse.⁴

Good H.⁵ 186:⁶ 83-4 +⁷ My '78⁸

1. Subject heading
2. Sub-heading
3. Title of article
4. Author of article
5. Title or magazine (see abbreviations in front of *Guide*)
6. Volume number
7. Page numbers
8. Date (see abbreviations in front of *Guide*)

* * * * *

See also = Look under the the subject indicated.

READER'S GUIDE

1. Pick a subject of interest to you.
2. Find an article on this subject in the *Reader's Guide*. Write down the date of your *Reader's Guide*.
3. Check the periodical list to see if the magazine is in our library.
4. If it is, copy title of magazine and complete date on a slip of paper and give it to a librarian. If not, go back to step 1.
5. Read the article in your magazine. Then write:
 - a. title of magazine
 - b. date of magazine
 - c. title of article
 - d. author of article
 - e. page numbers of article
 - f. brief summary of article
6. In the same magazine, find the table of contents, then;
 - a. List the titles of 2 other articles that appear in the magazine.
 - b. List the authors of these articles.
 - c. List the page numbers of the articles.
 - d. If there is a special section in which these articles appear (such as "Food," "Book News," or "Fashion," list that too.
7. Turn in 5 & 6 above, together with your periodical list. Also include the date of your *Reader's Guide*.

READER'S GUIDE

Name

Find an article on one of the following subjects in *The Reader's Guide to Periodical Literature*.

Extraterrestrial life (life on other worlds)
Interstellar communication
Science fiction
UFO's

1. **SUBJECT**

Title of magazine

Title of article

Author

Date of publication

Does our library have this magazine?

2. List two (2) other subject headings in *Reader's Guide* which you could look under to find articles related to the subject of extrasensory perception. (Hint: you may have to look in more than one volume of *Reader's Guide*.)

Connotation — Denotation

Says How?

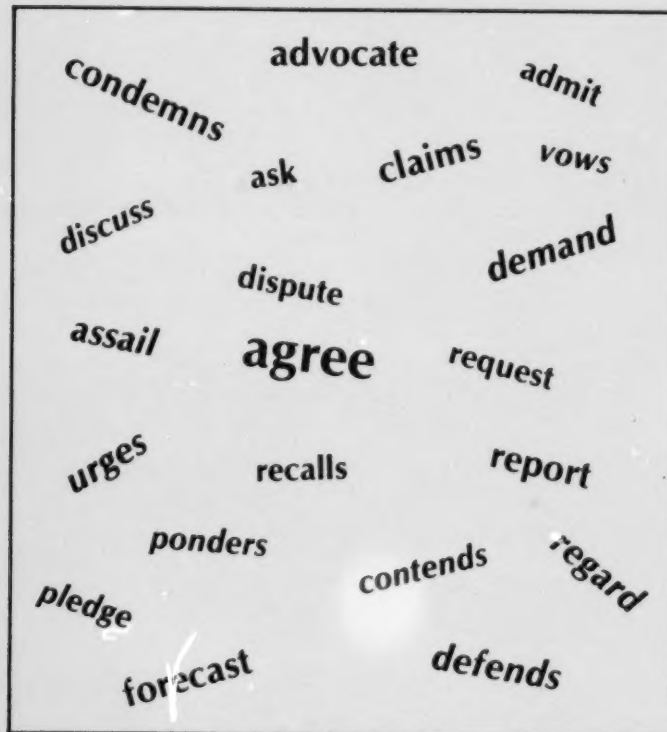
After you paste the words meaning say from newspaper headlines, write each on this sheet. In the space provided describe the manner in which the verb represents say. Three examples are given to get you started.

Word	Says How?
1. assails	says abusively or in a ridiculing manner
2. consents	says in agreement
3. confesses	says he is guilty
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

(source unknown)

Television and radio newscasters also are masters in varying their use of verbs that are equivalents of the word say. Variety can be added to this activity by having students study newscasters' choices.

Example of ditto prepared by teacher:



Newspaper Headlines for "Says How?"

CAREER AWARENESS

GOAL: To teach career decision-making as a continuous unit throughout the course, rather than isolating it completely as a separate unit. Students will realize that career-development is a process.

HOW TO STUDY/CAREER AWARENESS

Objectives: Students should develop a systematic approach to studying.

*Students will be introduced to concept, "Real World of Work"

Skills:

Reading:	Literal Comprehension
Study:	Methods Daily habits Answering test questions
Media:	Critical viewing of filmstrip
Writing:	Practical
Listening:	Follow directions Information and details

Activities:

1. Review SQRRR method of study.
2. Discuss and share appropriate study habits and study atmosphere ideas.
3. Make a daily schedule.
4. Show and discuss a contemporary career filmstrip about the career cluster.
5. Introduce magazine, *Real World*; allow class time for reading and discussion.

Evaluation: Post schedules and follow them for a week; report findings to class; apprise teacher of any changes.

Quiz on Appropriate Study Techniques

MECHANICS/CAREER AWARENESS

Objectives: Students should begin to recognize and master some of the rules of language mechanics.

Students will learn the correct way to deliver a speech.

*Students will learn more about career-development through the lives of outstanding people.

Skills:

Writing:	Use punctuation marks correctly. Avoid fragments/run-on sentences. Improve spelling.
Reading:	Literal Comprehension Critical Reading
Speaking:	Delivery well-organized speech Verbal/Non-Verbal techniques
Listening:	Literal Comprehension Appreciative Listening

Activities:

(I have students compose a short composition on the first day of class; by the time I complete the previous unit, I will have analyzed the results and will know which rules to emphasize in usage.)

1. Do group drills and practices on punctuation. (apostrophe, quotation marks, commas, underlining, and semicolon).
2. Review fragments/run-on sentences.
3. Show punctuation TV presentations from "Secondary Grammar Series."
4. Show and discuss filmstrip, "How to Choose a Career."
5. Read a biography or an autobiography and give book talk to class.
6. Practice speech delivery (voice, mannerisms, eye contact, etc.).

Evaluations:

Objective tests on each of the mechanic areas. One major test where students are required to find a minimum number of errors in written paragraphs; (all types of errors studied are included).

Book talk will count as a test grade.

USAGE/CAREER AWARENESS**Objectives:**

Students will be introduced or reintroduced to some of the more complex usage rules and will be able to avoid the errors in usage with 75% accuracy.

*Students will begin to see the importance of recognizing one's interest before choosing a career.

Skills:

Writing: Usage/Grammar/filling out forms

Media: Television

Listening: Specific Purpose
Information

Reading: Literal Comprehension

Activities:

1. Do group drills and individual exercises on parallelism, split infinitives, verb tense and form, misplaced/dangling modifiers.
2. View Lesson 10 from "Secondary Grammar Series." (ETV) (discussion and review follows)
3. Sketch exact meanings of sentences that contain misplaced or dangling modifiers.
4. Make up drill sentences for each other and have students correct the errors.
5. Administer and score the following: Personality Mosaic, Personality Test, Adjective Checklists, Value and Temperament Inventories, etc. (See guidance dept. for inventories not included.)

Evaluation:

Objective tests on writing sentences
Completion of Career material

PARAGRAPH DEVELOPMENT/CAREER AWARENESS

Objectives:	Student should be able to recognize a well-developed paragraph and tell its method of development.	
	Students should be able to apply rules in mechanics and usage in writing.	
	Students will be able to write a good paragraph.	
	*Students will begin to see the importance of recognizing one's abilities before choosing a career.	
Skills:	Writing:	Develop clear paragraphs Order of support of details (sequence) Usage Pre-writing/revisions strategies Filling out forms
	Reading:	Critical Reading (judgments)
	Listening:	Following Directions Drawing Conclusions Making Comparisons
Activities:	1. Review major parts of paragraphs and teach methods of development (reasons, examples, comp/cont) 2. Compose at least five paragraphs. 3. Rewrite poorly written paragraphs. 4. Grade each other's paragraphs for clarity, development, using the holistic method. 5. Students keeps log of errors for each writing. 6. Do exercises from <i>Warriner's English Grammar and Composition</i> on paragraph development (this source can be used throughout course). 7. Invite senior counselor to class to explain and interpret standardized test scores, CPP/CTBS. 8. Record on a specified form (see following sheets) highest academic area(s) of achievement both teacher grades and standardized test scores. 9. Hold individual conference with teacher.	
Evaluation:	Objective test on paragraphs Grades made on written paragraphs Completion of Career material	

SHIFTS/THEME WRITING/CAREER AWARENESS

Objectives:	Students should begin to recognize and avoid shifting subjects and tense within the same sentence.	
	Students will learn how to use <i>Roget's Thesaurus</i> .	
	Students should be able to show 75% mastery of all grammar and composition rules taught.	
	Students will be able to write a theme.	
Skills:	*Students will arrive at three career choices to investigate that parallel information they've discovered about themselves.	
	Writing:	Usage Outlining Compose well-organized paper Pre-writing/Revision
	Listening:	Following directions

Activities:

1. Group drills and exercises on switching subjects and verb tense (Warriner's *English/Composition & Sentence Rhetoric* by Bergmann).
2. Practice drills on outlining, using a thesis statement, three body topic sentences and a conclusion.
3. Expand first composition into a theme or write on a new topic.
4. Transfer the results of all career inventories to one master sheet and have conference with teacher.

Evaluation:

Objective tests
Theme paper with rough draft and outline
Completion of career process

BUSINESS/CAREER RESEARCH

Objectives:

Students will master the correct way to complete business forms.
Students will learn the parts of a business letter and learn how to write effective business letters.
Students will reintroduce themselves to library skills and learn basic fundamentals for research.
*Students will learn the specifics of one of their career choices.

Skills:

Writing:	Practical Purposes (Business forms/letters) Well-organized composition
Speaking:	Deliver a speech Impromptu delivery
Study:	Research and report
Listening:	Make inferences Make comparisons

Activities:

1. Complete application, tax, admission forms, etc.
2. Compose letters of favor, application, complaint (résumé)
3. Role play and show filmstrips on the positive and negative sides of handling business relations, interviews, etc.
4. Do exercises from *Writing Practically*, Berbrick.
5. Let business students teach the different letter styles and the folding of letters.
6. Have resource person to come in to talk with students concerning applications, résumés, interviews, etc.
7. Investigate the following to find answers for career chosen: nature of work, qualifications, areas of specialization, salary/benefits, supply and demand.
8. Review speech delivery and have students give speech on their findings concerning their careers.

Evaluations:

Post-test for parts of business letters until mastery
Grade each business form and each business letter.

Research Paper/Speech counts heaviest.

PERSONALITY MOSAIC

Directions: Circle the numbers of statements that clearly feel like something you might say or do or think — something that feels like you.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me get the job done.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people rely on me to get the job done.
30. I'm satisfied knowing that I've done an assignment carefully and completely.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I prefer to talk it out and resolve it.
35. To be successful, it's important to aim high.
36. I prefer being in a position where I don't have to take responsibility for decisions.
37. I don't enjoy spending a lot of time discussing things. What's right is right.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. When I feel down, I find a friend to talk to.
41. After I suggest a plan, I prefer to let others take care of the details.
42. I'm usually content where I am.
43. It's invigorating to do things outdoors.
44. I keep asking "why."
45. I like my work to be an expression of my moods and feelings.
46. I like to find ways to help people care more for each other.
47. It's exciting to take part in important decisions.
48. I'm always glad to have someone else take charge.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close relationships are important to me.
53. Promotion and advancement are important to me.
54. Efficiency, for me, means doing a set amount carefully every day.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays, and good films.
58. I haven't seen you for so long; I'd love to know how you're doing.
59. It's exciting to influence people.
60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. Tell me how I can help you.
65. I'm willing to take some risks to get ahead.

66. I like exact directions and clear rules when I start something new.
67. The first thing I look for in a car is a well-built engine.
68. Those people are intellectually stimulating.
69. When I'm creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It's fun to get ideas across to people.
72. I hate it when they keep changing the system just when I get it down.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I don't like to do things unless I'm sure they're approved.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I believe that people are basically good.
83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
84. I appreciate knowing exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. Don't get excited. We can think it out and plan the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. I don't need much to be happy.

SCORING YOUR ANSWERS

To score, circle the same numbers below that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R _____ I _____ A _____ S _____ E _____ C _____

Which are your three highest scores?

1st _____

2nd _____

3rd _____

(See reverse side for key.)

CAREER AWARENESS

Itemized Result of All Inventories

*1. Mosaic Theme ()	4. Values Highest To Lowest	6. 3 Careers You Think the Public Regards Highly	7. Ability Highest to Lowest (AREAS)			8. Rate of Skills	10. Career Options (Make a Choice)
2. Adjectives			Standardized Tests	Teacher Subjects	CPP		
1.	1.	1.					1.
2.	2.	2.					2.
3.	3.	3.					3.
4.	4.						
5.	5.						
6.	6.						
7.	7.						
8.	8.						
9.	9.						
10.	10.						
3. Personality Score	5. Check One: Date _____ People _____ Things _____						

9. Write out from Self Checklist, Temperaments Checklist and Vocational Checklist, three things you *really, really* like and three things you *really, really* dislike.

*Numbers match with inventories.

GENERAL OCCUPATIONAL THEMES

R **REALISTIC** persons perceive themselves to be — practical, frank, conforming, persistent, stable, responsible, concrete, aggressive, physically active, conventional in attitudes.

I **INVESTIGATIVE** persons perceive themselves to be — rational, analytic, systematic, precise, reserved, imaginative, cautious, active, independent, methodical, intellectual, alert, liberal in attitudes, introspective, task oriented.

A **ARTISTIC** persons perceive themselves to be — imaginative, non-conforming, original, unconventional, expressive through media, introspective, avoiding structure, idealistic, independent, disorderly, complicated, liberal in attitudes, self-sufficient.

S **SOCIAL** persons perceive themselves to be — friendly, caring, kind, helpful, trustworthy, capable, insightful, sociable, persuasive, expressive of feelings, understanding, idealistic, seeking attention, leader, skillful speaker.

E **ENTERPRISING** persons perceive themselves to be — energetic, talkative, domineering, argumentative, sociable, adventurous, aggressive, impulsive, persuasive, progressive, materialistic, risk-taking, seeking challenge, pleasure-seeking, verbally skillful in leading others, self-confident.

C **CONVENTIONAL** persons perceive themselves to be — preferring structure, having low motivation for grades, efficient, shy, conscientious, under parental pressure to achieve, practical, neat, persistent, conforming, non-flexible, self-controlled, effective in well structured activities, influenced by others.

S

- *S The pure types here are sociable, responsible, humanistic, and concerned with the welfare of others. They usually express themselves well and get along with others; they like attention and seek situations allowing them to be at or near the center of the group. They prefer to solve problems by discussions with others or by arranging or rearranging relationships between others; they have little interest in situations requiring physical exertion or working with machinery. Such people describe themselves as cheerful, popular, achieving, and good leaders. They prefer occupations such as school superintendent, clinical psychologist, high school teacher, marriage counselor, playground director, speech therapist, or vocational counselor. This is the SOCIAL theme or S-THEME.

E

- *E The extreme types here have a great facility with words, which they put to effective use in selling, dominating and leading; frequently they are in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident, and dominant, and they prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They are impatient with precise work or work involving long periods of intellectual effort. They like power, status, and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, many kinds of sales work, sport promoter, and television producer. The word ENTERPRISE summarizes this pattern of interests, thus E-THEME.

C

- *C Extremes of this type prefer the highly ordered activities, both verbal and numerical, that characterize office work. They fit well into large organizations but do not seek leadership; they respond to power and are comfortable working in a well-established chain of command. They dislike ambiguous situations, preferring to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled, and dependable. They have little interest in problems requiring physical skills or intense relationships with others, and at well-defined tasks. Like the E-THEME type, they value material possessions and status. Vocational preferences are mostly within the business world, and include bank examiner, bank teller, bookkeeper, some accounting jobs, financial analyst, computer operator, inventory controller, tax expert, statistician, and traffic manager. Although, again, one word cannot adequately represent the entire theme, the word CONVENTIONAL more or less summarizes the pattern, hence, C-THEME.

_____ Best description of me.
 _____ Second best.
 _____ Third best.

ESSAY: PARTIAL OUTLINE

Name _____

"Shooting an Elephant," George Orwell

Paragraph 1

Summary Sentence

- I. I was a police officer in Burma, hated by most of the people, as were other Europeans.
 - A. Example 1- anti- European feelings—
 - B. Example 2- anti-European feelings—
- II. Worst of all were—

Paragraph 2

- I. The narrator had conflicting feelings about the Burmese.
 - A. On the one hand—
 - B. On the other hand—

Paragraph 3

- I. An event gave the narrator insight into imperialism.
 - A. The problem:
 - B. The damage so far—

Paragraph 4

- I. In a poor quarter of the city, the narrator joins other police and begins to question the people.
A. The discovery—
B. The narrator's actions—

Paragraph 5

- I. The narrator receives his rifle and starts after the elephant.
A. The people—
B. The elephant—

Paragraph 6

- I. The elephant is eating peacefully and the narrator knows he ought not to shoot him.
A. The elephant would probably—
B. The narrator decides—

Paragraph 7

- I. The narrator decides—
because
II. The narrator now realizes
A.
B.
C.

Paragraph 8

- I. But the narrator did not want—
A. The value of the elephant was—
B. The elephant's behavior—

Paragraph 9

- I. The narrator thinks he should—
A. If—
B. If—
II. The narrator decides to—
because—

Paragraph 10

The narrator thought—

Paragraph 11

The result was—

Paragraph 12

Most troublesome to the narrator was—

So the narrator decided to—

Paragraph 13

After the narrator went away,

Paragraph 14

Discussions followed.

Among the Burmans:

A.

B.

Among the Europeans

A.

B.

The narrator is aware that his real motive for the shooting was—

EVALUATING THE RELIABILITY OF A SOURCE

1. Hanes Pantyhose are the best hose. (Joe Namath)
2. New Yorkers are so impersonal. (visitor from South Carolina)
3. Nine-Lives, the best cat food I ever ate! (Morris)
4. Japanese cars can't compare with American cars. (Lee Iococa)
5. Boys score higher on standardized math tests than girls. (math student, male math teacher, high school state superintendent of education, S. C.)

EASY ANALOGIES

1. dark: light:: fat: diet, cookie, thin, heavy
2. 16: 32:: 45: 24, 100, 76, 90
3. principal: school:: president: class, corporation, army, speaker
4. blue: orange:: red: yellow, green, violet, black
5. A: D:: P: S, T, X, O
6. Reagan: USA:: Begin: Israel, France, Iran, Egypt
7. vase: flowers:: thermos: pineapple, ice cream, coffee
8. red: pink:: black: brown, green, grey, orange
9. lion: pride:: wolf: den, herd, pack, flock
10. bat: baseball:: racquet: ball, tennis, court, gangster
11. 82: 41:: 105: 52½, 53, 210, 45
12. Atlanta: Georgia:: Albany: San Francisco, Sacramento, New York, California
13. Bobby: Robert:: Susie: Elizabeth, Liz, Susan, Sally
14. leaf: shrub:: petal: tree, color, flower, bee
15. fork: salad:: spoon: straw, spaghetti, pudding, icepop
16.  :stop::  :caution, go, slow, yield
17. 12: December:: 6: September, October, June, April

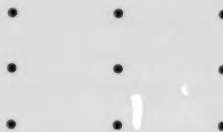
LOGICAL/ILLOGICAL REASONING

HIDDEN ASSUMPTIONS

Quite often when we read a newspaper article or a short story, listen to a speech or write a paragraph or theme, we make assumptions and draw conclusions which are not warranted by the facts given. Sometimes our past experiences get in the way of drawing logical conclusions. Sometimes these past experiences limit our creativity, thus keeping us from solving a problem which we would otherwise be able to use.

Below are nine questions, all containing a hidden assumption. Try to see how many of these you can figure out. When you finish, decide if you think a ten-year-old would score well on this. How about a college professor? Why/why not? Is this test in any way a valid test of learning or education? Do such hidden assumptions take place in more significant areas of life?

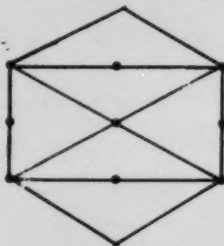
1. Two men played chess. They played five games, and each man won three. How do you explain this?
2. Answer this question within five seconds and do not return to check your answer: How many animals of each species did Adam take aboard the Ark with him? (Note—the question is not how many pairs, but how many animals.)
3. An archaeologist reported that he had discovered two gold coins in the desert near Jerusalem dated 439 B.C. Many of his fellow scientists refused to take his claim seriously. Why?
4. If you had only one match and you entered a room to start a kerosene lamp, an oil heater, and a wood-burning stove, which would you light first and why?
5. Here is a question on international law: if an *international* airliner crashed exactly on the U. S.-Mexican border, where would they be required by law to bury the survivors? (Do not spend more than ten seconds on this question.)
6. You have four nines (9, 9, 9, 9). Arrange them to total 100. You may use any of the arithmetical processes (addition, subtraction, multiplication, or division). Each nine must be used once and only once.
7. You have a dime in an empty wine bottle. The bottle is corked. Your job is to get the dime out of the bottle without taking the cork out. You must do this without damaging the bottle in any way. How would you do it?
8. Explain the following true boast: "In my bedroom, the nearest lamp that I usually keep turned on is 12 feet away from my bed. Alone in the room, without using wires, strings, or any other aids or contraptions, I can turn out the light on that lamp and get into bed before the room is dark."
9. Draw four straight lines through all nine dots without lifting pen or pencil from the paper:



HIDDEN ASSUMPTIONS

Assumptions are as follows:

1. They played chess with each other.
2. Adam took the animals aboard the ark.
3. Before Christ's birth, people knew He would be born.
4. All containers have fuel in them.
5. You bury survivors.
6. No fractions will be used ($99 + 9/9 = 100$)
7. The cork cannot be pushed in.
8. It is night.
9. You can't go outside the dots.



SOLUTIONS TO QUESTIONS OF LOGIC

A. The man traveled on a donkey -- named *Sunday*.

B. Negative Deduction by elimination of possibilities

Situation 1: Blind man imagines this possibility for the arrangement of hats

Blind Man	Man 1	Man 2
Red hat	Red hat	White hat

Assuming this arrangement, Man 2 would be able to determine that he has on a white hat, so this eliminates this possibility.

Situation 2: Blind man imagines this arrangement

Blind Man	Man 1	Man 2
Red hat	White hat	White hat

Assuming this arrangement, Man 2 could have determined that he did not have on a red hat since Man 1 couldn't determine the color of his (man 1) hat. This eliminates this possibility.

Therefore, the blind man can conclude that he is wearing a white hat by proving that he is not wearing a red one.

LOGICAL/ILLOGICAL REASONING

- I. Testing generalizations: Explain how each of the following can be challenged, tested, qualified:
 1. Young people today expect jobs to be handed to them on a silver platter.
 2. No one on welfare would work if he had a chance.
 3. Labor union leaders are racketeers.
 4. High school students cheat when they have a chance.
 5. Young people today have no respect for their parents.
 6. Long ear lobes are a sign of aristocracy.
 7. Individuals with red hair have quick tempers.
 8. Italians make good opera singers.
 9. A stitch in time saves nine.
 10. All girls are dumb in math.
- II. Determine whether each of the following may be considered as never true, always true, sometimes true, uncertain, or insufficient data to determine:
 1. High school students are interested in science.
 2. Football is played in the fall.
 3. The first Monday in September is Labor Day.
 4. A young child who is spoiled is seldom successful in school.
 5. Rapid readers remember little of what they read.
 6. Drag racing will keep boys out of trouble.
 7. Women lost ten pounds in thirty-six hours on a diet of yogurt and fresh pineapple.
 8. Babe Ruth made more home runs in the major leagues than Lou Gehrig.
 9. Italians are cowardly soldiers.
 10. Russia has closed all the churches.

BOOK LIST OF BLACK LITERATURE

NOVELS

The Landlord, Kristin Hunter
Soul Brothers and Sister Lou, Kristin Hunter
Brown Girl, Brown Stones, Paula Marshall
Daddy was a Numbers Runner, Louise Meriwether
I Know Why the Caged Bird Sings, Maya Angelou
The Heart of a Woman, Maya Angelou
Singing and Swinging and Getting Merry Like Christmas, Maya Angelou
Jubilee, Margaret Walker
The Cool World, Richard Wright
Native Son, Richard Wright
The Contender, Robert Lipsyte
A Tea Cup of Roses, Sharon Mathis
Durango Street, Frank Bonham
Roosevelt Grady, Louisa Shotwell
Go Tell it on the Mountain, James Baldwin
Ladies of the Rachmanioff Eyes, Henry Van Dyke
Invisible Man, Ralph Ellison
Sissie, John A. Williams
Beetlecreek, William Demby
Hog Butcher, Ronald Fair
Autobiography of Miss Jane Pittman, Ernest Gaines
Long Day in November, Ernest Gaines
In my Father's House, Ernest Gaines
Knock on any Door, Willard Motley
South Town, Lorenz Graham
Zeely, Virginia Hamilton
Call Me Charley, Jene Jackson
Chariot in the Sky, Arna Bontemps
A Cap for Mary Ellis, Hope Newell
Sula, Toni Morrison
The Bluest Eye, Toni Morrison
Song of Solomon, Toni Morrison
Tar Baby, Toni Morrison
His Own Where, June Jordan
Ludell, Brenda Wilkinson
Ludell and Willie, Brenda Wilkinson
Tituba of Salem Village, Ann Petry
Souder, William H. Armstrong
A Hero Ain't Nothing but a Sandwich, Alice Childress
Amos Fortune, Free Man, Elizabeth Yates
Roll of Thunder, Hear My Cry, Mildred D. Taylor
Let the Circle be Unbroken, Mildred D. Taylor
The Color Purple, Alice Walker

DRAMA

A Raisin in the Sun, Lorraine Hansberry
The Sign in Sidney Brustein's Window, Lorraine Hansberry
Purlie Victorious: A Comedy in Three Acts, Ossie Davis
Five on the Black Hand Side, Charles Russell

POETRY

Black Blues and Shiny Songs, Tommy Scott Young
Just Give me a Cool Drink of Water 'Fore I Diiie, Maya Angelou
Black Out Loud, Arnold Adoff
I Am the Darker Brother: An Anthology of Modern Poetry by Black Americans, Arnold Adoff
Selected Poems, Gwendolyn Brooks
Words in the Mourning Times: Poems, Robert Hayden
Selected Poems, Langston Hughes

NON-FICTION

Black Boy, Richard Wright
The World of Gwendolyn Brooks, Gwendolyn Brooks
I Hear Them Calling my Name, Chet Fuller
To be Young, Gifted and Black, Lorraine Hansberry
What Manner of Man: A Biography of Martin Luther King, Jr.: God's Messenger of Love, Bennie Goodwin
Martin Luther King, Jr.: A Critical Biography, David Lewis

SHORT STORIES

In Love and Trouble: Stories of Black Women, Alice Walker
Uncle Tom's Children, Richard Wright

A SUMMER READING LIST BY STUDENTS FOR STUDENTS

- All Creatures Great and Small/All Things Bright and Beautiful*, James Herriot, I
All Quiet on the Western Front, Eric Remarque, I
The Amityville Horror, Jay Anson, I
**Animal Farm*, George Orwell, C
Bermuda Triangle, Charles Berlitz, I
The Bible, I-C
Black Boy, Richard Wright, I
Bless the Beasts and Children, Glendon Swarthout, C
**Brave New World*, Aldous Huxley, I-C
The Call of the Wild, Jack London, I-C
**Canterbury Tales*, Geoffrey Chaucer, C
Catch-22, Joseph Heller, I
**Catcher in the Rye*, J. D. Salinger, I-C
Cat's Cradle, Kurt Vonnegut, Jr., I
Chesapeake, James Michener, I
The Chosen, Chaim Potok, I
Crime and Punishment, Fyodor Dostoevski, I
The Crucible, Arthur Miller, C
Death of a Salesman, Arthur Miller, I-C
**Anne Frank: The Diary of a Young Girl*, Anne Frank, I-C
Divine Comedy, Dante Alighieri, C
Don Quixote, Cervantes, C
Dune trilogy, Frank Herbert, I
An Enemy of the People, Henrik Ibsen, C
Exodus, Leon Uris, I
Flowers for Algernon, Daniel Keyes, I-C
For Whom the Bell Tolls, Ernest Hemingway, I
Foundation trilogy, Issac Asimov, I
Gone with the Wind, Margaret Mitchell, I
The Good Earth, Pearl S. Buck, I
**The Grapes of Wrath*, John Steinbeck, I-C
Great Expectations, Charles Dickens, I-C
**The Great Gatsby*, F. Scott Fitzgerald, I-C
**Hamlet*, William Shakespeare, C
**The Hobbit/The Lord of the Rings*, J. R. R. Tolkien, I
**The Inferno*, Dante Alighiere, C
**Jane Eyre*, Charlotte Bronte, I-C
Jaws, Peter Benchley, I
Johnny Got His Gun, Dalton Trumbo, I
The Jungle, Upton Sinclair, I
The Last of the Mohicans, James Fenimore Cooper, I
Light in August, William Faulkner, C
Little Women/Little Men, Lousia May Alcott, I
Long Day's Journey in Night, Eugene O'Neill, I
Look Homeward Angel, Thomas Wolfe, I
Lord of the Flies, William Golding, C
**Macbeth*, William Shakespeare, C
Marjorie Morningstar, Herman Wouk, I
The Mayor of Casterbridge, Thomas Hardy, C
**Moby Dick*, Herman Melville, I-C
Mommie Dearest, Christine Crawford, I
Native Son, Richard Wright, I
**1984*, George Orwell, I-C
The Odyssey, Homer, C
**Of Mice and Men*, John Steinbeck, I-C
**The Old Man and the Sea*, Ernest Hemingway I-C
One Day in the Life of Ivan Denisovitch, Alexander Solzhenitsyn, I
**One Flew Over the Cuckoo's Nest*, Ken Kesey, I
**The Once and Future King*, T. H. White, I
Othello, William Shakespeare, C
**Our Town*, Thornton Wilder, C
The Outsiders, S. E. Hinton, I
Papillion, Henri Charriere, I
Portrait of the Artist as a Young Man, James Joyce, C
The Promise, Danielle Steel, I
The Rise and Fall of the Third Reich, William Shirer, I
**Romeo and Juliet*, William Shakespeare, I-C
Saint Joan, George Bernard Shaw, I
**The Scarlet Letter*, Nathaniel Hawthorne, C
Scruples, Judith Krantz, I
**A Separate Peace*, John Knowles, I-C
The Shining, Stephen King, I
Slaughterhouse-Five, Kurt Vonnegut, I
Something Wicked This Way Comes, Ray Bradbury, I
**A Tale of Two Cities*, Charles Dickens, I-C
The Thorn Birds, Colleen McCullough, I
The Three Musketeers, Alexander Dumas, I
**To Kill a Mockingbird*, Harper Lee, I-C
A Tree Grows in Brooklyn, Betty Smith, I
2001: A Space Odyssey, Arthur C. Clarke, I
Watership Down, Richard Adams, I
Where the Red Fern Grows, Wilson Rawls, I
The Wizard of Earthsea, Ursula K. LeGuin, I
Wuthering Heights, Emily Bronte, I

* = books suggested more than 5 times

I = books read independently

C = books studied in class

(Approximately 400 high school students' choices are represented here; some books were listed only once.)
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APPROPRIATE LEVELS OF USAGE

- I. A. Here are some activities the teacher might involve students in to help them understand the nature of dialects:
 1. Study dialect in comic strips.
 2. Investigate dialectal differences between generations. Are there differences, for example, in the dialect used by their grandparents and the dialect used by them and their friends?
 3. Survey the jargon of a particular vocation or avocation.
 4. Study slang and/or hip talk.
 5. Attempt to say the same thing in more than one dialect.
 6. Listen to recordings of dialects; for example, Andy Griffith's "What It Was Was Football," Bill Cosby's "Fat Albert," Flip Wilson's "Hip Talk."
 7. Use puppets that speak different dialects.
 8. Write skits where characters speak different dialects.
 9. Read stories and poems that have dialects. (The poetry of Don Lee, Nikki Giovanni, Langston Hughes has examples of Black dialects.)
- B. Leaflet "Lord Ashley Cooper's Dictionary of Charlestonese," is published by The Charleston News and Courier, Columbus Street, Charleston, S. C.
- C. Gullah records (Dick Reeves) are interesting examples of a dying dialect.
- D. *Foxfire* has examples of Georgia mountain dialects.
- E. Dialect tapes are available from NCTE; Geneva Smitherman has done an interesting one on Black Dialect.
- F. PSE teacher has done a dialect tape using people as speakers who are not natives of South Carolina but who have lived in the South for a while. Readers were asked to read the paragraph given in Activity A. Students and other participants enjoyed doing this tremendously. The tape was used later to teach a unit on dialects. Students were asked to listen for the differences in the ways people pronounced the same words. Both formally educated and uneducated readers were selected. It was a fun activity, designed to help students know that a person's dialect is determined by geographical location, family background, and education.
- G. Black spirituals are suitable for dialect study; records of Blacks reading are appropriate. Available conversations/speeches of such people as Bill Cosby, Moms Mabley, Dick Gregory, Redd Foxx, Ralph Ellison, Julian Bond, Ralph Bunch, Eldridge Cleaver, Adam Clayton Powell.
- H. Records of prominent politicians speaking are appropriate for this study.
- I. Dialects of characters in TV shows and movies are suitable, *Beverly Hillbillies*, *All in the Family*, *Sanford and Son*, *Deliverance*, and *Souder* could be used in dialect study.
- J. Dialects of characters in literature are appropriate; for example, *Christy* (Catherine Marshall), *The Thread That Runs So True* (Stuart), *The Cool World* (Warren Miller), *The Contender* (Lipsyte), *The Soul Brothers and Sister Lou* (Hunter), *Don't Play Dead Till You Have To* (Wojciehowska) offer interesting examples of mountain, black and adolescent dialects.
- II. A. Plan simple oral games and exercises, asking students to read a passage like the one below; then, teacher can ask questions like those given. Informal and formal usage are emphasized in this approach. (Ralph Fasold, Center for Applied Linguistics, suggests this approach.):

My sister Gertrude likes the zoo. She goes there every Saturday late in the afternoon. She always takes a few bags of peanuts for the rhinoceros, the elephants, and the hippopotamus. Every afternoon at 4, the zoo keeper feeds the animals. When he comes by, Gertrude gets the strangest look on her face.

Does she like the zoo or does she really like the zoo keeper? Again and again I tell her that no man likes a funny-looking girl like her. Then she always screams, "Yes, he do!" And I shout back, "No, he don't!" Our mother usually settles the argument: "Do you two have homework or something to do? I want some peace and quiet around this place."

Students are then asked to identify formal or informal usage:

- | | |
|--|---|
| 1. My sister likes the zoo. | F |
| 2. She go there every Saturday. | I |
| 3. She take peanuts for the animals. | I |
| 4. The zoo keeper feeds the animals. | F |
| 5. He feed them at 4. | I |
| 6. Gertrude gets the strangest look on her face. | F |
| 7. No man like a funny-looking girl. | I |
| 8. She screams at me. | F |
| 9. Our mother settles the argument. | F |
| 10. She want peace and quiet. | I |

Students give opposite: "If formal is given, give what *might be* informal; if informal is given, give formal."

1. My sister likes the zoo.
2. She go there every Saturday.
3. She take peanuts for the animals.
4. The zoo keeper feeds the animals.
5. He feed them at 4.
6. Gertrude gets the strangest look on her face.
7. No man like a funny-looking girl.
8. She screams at me.
9. Our mother settles the argument.
10. She want peace and quiet.

- B. Encourage students to conduct oral drills by the coach/pupil method. Divide class into pairs. One member of each pair repeats sentences aloud, while the other keeps a record indicating what sentences are standard and non-standard usage. When the first student finishes the drill, students exchange roles.
- C. Set up formal and informal situations where students talk about the following subjects:
 - (a) You have just won a game and are telling a friend.
 - (b) You are being interviewed by a news reporter and are telling him about the victory.
- D. Collect information from tapes and written work to determine the usage problems of individual students. Then ask students to record selected errors from written and oral practice. Analyze needs with students. Encourage students to keep their own record of usage problems. (Suggestion: limit such in-depth information to a few students.)
- E. Try to set up a Language Lab where students who wish to improve their usage can work. A part of the classroom can sometimes be used for this.
- F. Provide students with good language models, not just teachers but other resource people. (Caution: Be certain about your models' language usage before you use them as resource people.)
- G. Ask students to do a usage survey in which people are asked to respond to a questionnaire asking which item they use. (*Discovering American Dialects* gives a questionnaire which could be modified for class use.)

III. Student becomes aware of the different levels of usage and their appropriateness for different occasions.

Activities:

- A. Spend some time discussing appropriate usage for certain occasions; for example, there are at least four different styles of speaking used for different circumstances. The most appropriate style is that which best suits the relationship to the listener or listeners at any one moment. These styles can be termed:

intimate (limited to family or very close friends) communicates feelings and reveals a person's nature; can use jargon, pet names, and intonations which often hold private meanings for the speaker and listener.

informal-public style (fashioned by the speaker, one expression at a time, as he takes his cue from feedback provided by the listener.) The feedback process requires the listener's continual participation and includes the use of certain signals.

formal style (with a large audience there will be no listener feedback. Therefore, the words must be planned in advance. Diction is a matter of careful selection whether a large or small group is involved.)

casual style based on a high degree of understanding on the listener's part because the speaker uses elliptical expressions and slang.

- B. Introduce the lesson by discussing appropriateness in dress and behavior. Showing pictures of people dressed in various ways can stimulate the discussion. For example, show a picture of a young lady dressed in blue jeans and then say, "This girl is going to a dance. How do you think her date will react when he sees her?" (Magazines will provide a variety of pictures for this purpose.) Then, relate appropriateness to language by asking students what kind of language the people in the pictures would use in the hypothetical situations you've been discussing.
- C. Read Jean Malstrom's essay "Informal, Formal, and Technical Language" as an introduction to the idea of levels of usage. (*The Language of Man, Dialects and Levels of Language*).
- D. Translate sentences from one level to another; for example, how would you say "Gimme 2 burgers and a package of chips" in another way.
- E. Everyone uses language styles in slightly different fashions. Imagine two people at an open hearing to discuss a local problem. Although both people use informal public style, show how their styles differ because of some or all of these variables: age, occupation, sex, education, mood, and personality.
- F. Set up role playing sessions where students can use the level of usage that is appropriate. The following situations could be used:
 - a. a bull session in the locker room after a ball game.
 - b. a funeral oration.
 - c. an acceptance speech at a sports banquet.
 - d. a telephone conversation with a close friend.
 - e. a telephone conversation with a friend of your family.
 - f. a talk with your minister following the service.
 - g. a job interview.
 - h. introducing a friend of yours to your parents and to a friend.
 - i. you've just won a beauty contest and are accepting the crown.
- G. Ask students to take cartoons and convert conversations to other levels. Peanuts, Snuffy Smith, Beetle Bailey, Li'l Abner offer ideas here. (Project teacher made a series of transparencies which showed a teenager talking to parents. As teenager used such words as "straight," "psyched out," "rap," "beautiful," the parents imagined what these words meant. A blurb over the parent's head showed their level of understanding about the expressions: "rap" evoked a picture of a hard knocking; "straight" a tape measure; "psyched out" a person lying on a couch, etc.)
- H. Use selections from literature where different levels are used. For example, *Deno* in *Scholastic Maturity* unit has a situation where Deno and the counselor are talking on different levels; "The Valedictorian" by Richard Wright has a scene where Richard and his principal are talking; Jesse Stuart's story, "Split Cherry Tree" has a scene where teacher and boy are talking. *Don't Play Dead Till You Have To* has a scene where young teenager is talking to child he is babysitting.

(Source unknown)

The following check list^{*} has been removed due to copyright restrictions:

Barbe-Lucas Handwriting Skill Guide Check List - Cursive Adult Proportion
Pupil Reorder No. 130005

*Use with Creative Growth with Handwriting. Second Edition. © 1979
Zaner-Bloser, Inc. 612 N. Park St., Columbus, Ohio 43215

WRITING MECHANICS

Write It Wrong

For the Teacher:

Sometimes when students are asked to make mistakes on purpose, concepts become more obvious to them. In this activity the students are asked to make mistakes and to use bad writing techniques. It's a trick! Writing incorrectly, on purpose, calls attention to mistakes and may, in the future, help the students write better.

Procedures:

1. The teacher may have a list of very simple descriptive topics for the students to choose from — or allow each student to choose a topic.
2. Students will write a descriptive paragraph for the topic they have chosen or been assigned. But...this paragraph has to be written badly. They may make any sort of errors they like. The errors may be easy to detect or quite hard. Their classmates will try to find them out.
3. When each student has completed the "bad" paragraph, papers are exchanged. The task of the reader is to find as many errors as possible and to rewrite the paper correctly.
4. After the papers have been rewritten, have the students share their corrected papers.
5. For example: "my Dogs name is lewy he has A tale and blak and white spots, he is 3 Years old we hav fun played catch together yesterday. He Ain't nerly so dumb as my dady says it is."

Variation:

The students may want to try a "Worst Paper Contest" to see who can write the worst paper in the class!

Source: *A Year of Writing Activities*, Dr. I. David Welch and Susan E. Elliott, Scholastic Book Services, N. Y. 1979.

SPELLING

Name _____

Long and Short Vowels

- I. Complete the rule that explains why the words in the right-hand column end in silent -e.

at
hop
cap
trip
not

ate
hope
cape
tripe
note

- A. When there is a single vowel at the beginning or in the middle of the word, _____.
- II. Look at the words in both columns carefully. Complete the rule that tells you what to do before adding -ing.

hop
hope
rip
mate
nap
bet

hopping
hoping
ripping
mating
napping
betting

- A. When _____, the final consonant before adding -ing.
- B. When _____, just add -ing.

- III. Practice: Rewrite the following words, adding -ing.

1. hit
2. lob
3. kiss
4. wipe
5. take

6. cut
7. get
8. hesitate
9. stop
10. grope

SENTENCE COMBINING
Write Channel - TV Program

Name _____

1. Once upon a time there was a monster.
The monster was *ugly*.
The monster was *wicked*.

2. The monster had teeth.
The teeth were *huge*.
The monster had breath. and
The breath was *bad*.

3. The alarm clock made the monster mad.
The alarm clock went off suddenly. that
The alarm clock went off *one morning*.

4. The monster swallowed the alarm clock.
The monster belched for four days. and

5. Think of an exciting or funny ending to this monster story.

SENTENCE COMBINING

Name _____

1. The whistle belonged to the teacher. ('S)
It lay on the desk.
It was red.
It was shiny.
It was new.

2. Snow fell all day. (BECAUSE)
It fell in a heavy manner. (-Y + ILY)
The superintendent decided SOMETHING.
He decided to close the schools.
This delighted the students. (- ED + ING)
The students ran outside. (WHO)
The students threw SOMETHING. (AND)
It was snowballs.

3. Richway had SOMETHING.
It was a sale.
The sale was on jackets for a lady (PLURAL + S')
The sale was on slacks for a man. (PLURAL + S')
The sale was on coats for a child. (PLURAL + S')
The sale was on dresses for a girl. (PLURAL + S')
My mom ran out. (AND)
She bought presents. (AND)
The presents were for Christmas.

4. The student had a car. (ALTHOUGH + 'S)
It broke down.
He hitched a ride.
The ride was on a motorcycle.
The motorcycle belonged to a friend. ('S)
He arrived at school. (- ED + ING)
He was just in time.
He had to serve detention. (AND + NEG)
The detention was for a minute. ('S)

5. My uncle has a dog. ('S)
The dog is black.
The dog caught his tail.
It was caught in the door.
He rushed him to the office. (AND)
The office belonged to the veterinarian. ('S)
The cats were howling. (WHERE + S')
The howling nearly drove the dog mad.

SENTENCE EXPANSION

Take each of the following groups of words and incorporate them into one sentence. Make no changes in the words. Other words may be added.

- | | |
|--|---|
| 1. baseball
park
tired
ran | 5. never
Christmas
baby
happy
toy |
| 2. sick
told
believed
story | 6. lover
Valentine
kiss
candy
mother |
| 3. laughing
cheating
pretty
shocked | 7. key
string
easy
dog
snowmobile
drank |
| 4. newspaper
criminal
forgery
five
judge | 8. sang
bar
table
lawyer
favorable
cried
ring |

SENTENCE EXPANSION

Name _____

I. Add as many words as possible. Count your words.

1. I ran away.
2. It started to snow.
3. The fire began to blaze.

II. Use these words in *one* sentence.

1. tree
cave
hunted
Alabama
2. quickly
shoulder
amazed
house
ugly
3. February
jumped
fell
icy
Susan
uncomfortably

III. Use these words in as many different ways as possible.

1. fly
2. care
3. drive

SCRAMBLED SENTENCES: VARY TYPES

Name _____

Key:

n = noun, p.n. = pronoun, v = verb, adj. = adjective, adv = adverb, sub. = subordinator, det. = determiner, prep. = preposition

Rearrange the following words to make logical sentence patterns.

games go football to I

_____ p.n. _____ v. _____ prep. _____ adj. _____ n.

packages early mail

_____ v. _____ d.o.(n.) _____ adv.

at home you you your will go leave money lunch without if.

_____ sub. _____ p.n. _____ v. _____ p.n. _____ n. _____ prep. _____ n.
 _____ p.n. _____ v. _____ v. _____ prep. _____ n.

he John loved much very although Mary it denied.

_____ sub. _____ p.n. _____ v. _____ p.n. _____ n. _____ v. _____ n.
 _____ adv. _____ adv.

girl dress fines library owed green in the the dollars in five.

_____ det. _____ n. _____ prep. _____ det. _____ adj.
 _____ n. _____ v. _____ adj. _____ n. _____ prep.
 _____ adj. _____ n.

downtown the zoo corner across the the through area around traveled we getting the to river.

_____ p.n. _____ v. _____ prep. _____ det. _____ n. _____ prep. _____ det.
 _____ n. _____ prep. _____ det. _____ adj. _____ n. _____ v. _____ prep.
 _____ det. _____ n.

Label each part of speech as you unscramble the following two sentences.

come summer never soon me for can too.

I I my get graduate will in if credits June all.

Unscramble the following paragraph by writing out each sentence in the *order* in which you think it belongs. Remember to place the topic sentence at the *beginning* of the paragraph.

Next, approval from the principal must be secured. Students need permission slips signed by their teachers. Arranging a field trip is hard. Finally, teachers have to arrange for other teachers to cover classes they will miss. You must first decide where you will go. A bus must be ordered and money for the trip collected.

RUN-ON SENTENCES

Below are run-on sentences. Make one complete sentence for each group of words. Use *and* or *but* sparingly.

1. It started to snow on Saturday real light then it got heavy I woke up Sunday morning there was 6 inches on the ground.
2. The fire began to blaze at mid-afternoon we had burned an old boat and some other junk.
3. Shawn told Mrs. Layman a story about us, she said that we were sick and the teacher believed it.
4. The man lives down the street from us, he is skinny and mean, my mom doesn't trust him.
5. We really enjoyed the assembly, it was last Wednesday, the speaker talked to us about our goals.
6. I was riding the bus, then it started to slide on the ice, it crashed into a telephone pole, it slid into a ditch.
7. Steve bought a motorcycle, it was advertised in the paper, he saw it advertised in the classified ads.

ANATOMY OF A WRITING ASSIGNMENT

INTRODUCTION:

Bad student writing is often the result of an inadequate prewriting period. What happens in that time before the pens hit the paper often predicts the quality of the writing. Call it pre-writing, incubation, brainstorming, or priming-the pump; it is often the most neglected part of the writing process. All writers need time to understand the writing task fully, to explore options for approaching the task, and to discover what they know and might say in response to the writing task. What follows is one step-by-step approach to helping your students develop a pool of words and ideas into which they can dip as they write.

TOPIC: A Childhood Memory

STEP ONE: Opening the door

Talk with your class about memories. One of the joys of growing older is the accumulation of memories and recollections which all of us store in mind and replay at will. Remembering is a favorite human activity. Sometimes the memories are painful and bring tears but more often than not, we remember the good times.

Share a particularly vivid memory from your own childhood. Encourage your students to do the same. Don't hurry the discussion period.

STEP TWO: Remembering

Ask students to jot down 3-5 memories they might write about. Tell them to list memories which are particularly vivid; the time a pet died; the first time for anything; a lesson they learned...

STEP THREE: Selecting a memory

Ask them to share their list with a partner explaining briefly each item on the list. The partner should ask questions and comment on the list perhaps suggesting the one most interesting. After the discussion ask the writer to choose one to write about.

STEP FOUR: Jotting

Ask the student to brainstorm words and phrases which come to mind as he/she thinks about the memory. Encourage the student to make a jot list recording specific details: little clips, smells and sounds, and word pictures. Don't let them quit too soon here. The quality of items on this jot list predicts the quality of the student's final draft.

STEP FIVE: Selecting Details

Ask students to look at details and star or circle those which are particularly vivid or effective. These starred items are details which the writer wants to be sure he/she includes in the writing.

STEP SIX: Getting It Down

Ask students to begin writing. Just write. It's a first draft, relax. Just get the words flowing. Free write. Stay with it. Write around the hard parts.

STEP SEVEN: Reflecting

Ask the writer to read the writing and think about these questions: "What's this about? What am I trying to do?" Have the writer share it with a partner. The partner should question the writer seeking any further needed information.

STEP EIGHT: Reworking

Ask students to rework the writing adding or deleting detail, shaping or clarifying the beginning, or simply writing more.

STEP NINE: Evaluating

The writer now has a finished first draft. If the writing has promise, encourage the writer to revise and work on it further. If the writing hasn't really clicked, ask the writer to put it in his/her folder. There's always a next time.

STEP TEN: Publication

Sometimes in lieu of evaluation.

Source: D. Kirby, University of Georgia (with inspiration from Donald Graves)

WRITING EXERCISE: SHOW DON'T TELL

One of the most difficult things to get students to do in writing is to be specific and concrete in their own papers. I have used Donald Murray's example (attached) of how to show rather than tell about an incident or experience. I have the students read along with me on the first example; then ask them what they know about Sam at that point. They come up with very little, naturally. We then discuss the second passage and the students can tell more but they will admit that he still doesn't sound very interesting. In the third passage they began to see the light. We then pick out and list the words which are concrete and tell us specifics about Sam. This helps students see how important it is in writing to give many concrete details. I have used this successfully with junior and senior college prep. students, but I believe it works with general level students, too.

writing example removed because of copyright restrictions

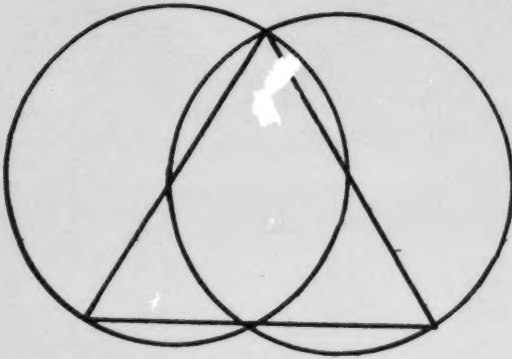
Source: Murray, Donald M., *A Writer Teaches Writing*, pp. 43-44.

Reprinted with permission of Harper & Row (*Reveille in Washington* by Margaret Leech) and Houghton Mifflin (*A Writer Teaches Writing*).

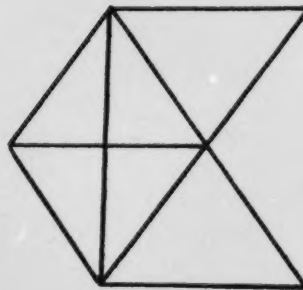
NARRATIVE WRITING

Write directions for duplicating the figures below. Your instructions must be so clear that these and only these figures could be drawn by someone attempting to follow your directions.

1.



2.



3.



DESCRIPTIVE WRITING

ROCK

Purpose

1. To provide an opportunity for students to think and write creatively
2. To provide an opportunity for students to use the senses in descriptive writing

Preparation

Ask each student to bring a rock to class. Hint that the rock will be used for a writing assignment, but do not provide details. Bring a rock for yourself.

Presentation

Introduce the activity by displaying your rock. Examine it carefully, using as many senses as possible to describe it. Pass it around the room, asking the class for suggestions as you write a descriptive paragraph about your rock on the overhead projector or at the chalkboard.

Direct students to use their rocks to carry out each of the following assignments.

Assignment 1: Describe your rock in a well-written paragraph. Use as many senses as possible in generating the details of this description. Does the rock feel hard, cold, smooth, grainy? Does it smell like dirt? Is it dark or light colored, mottled or striated? Take your paragraph home for revision and recopying. In addition, provide a realistic drawing of your rock to accompany this description.

Assignment 2: Write a paragraph explaining why you chose to bring this particular rock to class.

Assignment 3: Write two or three paragraphs about the origin and history of your rock. How was it born? Where did it grow up? What historical events has it witnessed in its geological life?

Assignment 4: Decorate your rock. You may use paint, felt pens, colored paper, string, clay, wire — the materials are up to you. Now, draw the rock as you have decorated it.

Assignment 5: Finally, write a paragraph about the future of your decorated rock. What will happen to your rock when these assignments are complete?

Assignment 6: Assemble a booklet containing your rock drawings and writings. On Rock Day be prepared to share your rock writing with the class.

A variation is to ask each student to bring a potato to class. Potatoes, you will discover, have remarkable personalities hidden beneath their tough skins.

Source: Nancy H. Banks, LeRoy Martin Junior High School, Raleigh, North Carolina

POETRY ASSIGNMENT

Spoon River

Edgar Lee Masters wrote a collection of poems called the *Spoon River Anthology*. An anthology is a collection of poems or short stories. The setting for the poems is a fictional (made-up) town in the Mid-west. It is, however, similar to the town in Illinois where Masters grew up.

Each poem is about a different person. Like the town, the people are made-up also, although they are similar to some Masters knew. Mostly, they are unhappy people. Each speaks from his grave to tell the story of his life.

The poems spoken by Tom Merritt, Deacon Taylor, and Aner Clute have been removed because of copyright restrictions.

Assignment: Most of these poems begin with a description of the life of the person. After the story is told, the writer ends with a main point about the character's life.

You might begin by thinking of a person you knew or heard about. Or make up a character. Give him or her a name. Then write the poem as if you were that person. Use the word *I* as you describe your story. The last couple of lines should state the main point about the character's life.

SHORT STORIES

Using these first lines of short stories by professional writers, finish the stories.

After Robin's suicide and the doctor's love, the skies of a new world waited, but her heart was the same old one, and its wings lay folded. ("Wakerobin" by Thomas McEvilley, III)

The ghost that got into our house on the night of November 17, 1915, raised such a hullabaloo of misunderstandings that I am sorry I didn't just let it keep on walking, and go to bed. ("The Night the Ghost Got In" by James Thurber)

In the longest moment of his life, John Henry Moore stared down the barrel of a shotgun and reached slowly for the toothpick in the corner of his mouth. ("John Henry's Home" by John McCluskey)

"We'll fight you on condition you don't knock Reno out in the first two rounds," DeLillo's manager told me, "after two it's every man for himself." ("Dark Came Early in That Country" by Nelson Algren)

He was found lying dead near the television set on the front room floor of a small rented house in Los Angeles. ("The World War I Los Angeles Airplane" by Richard Brautigan)

Let's invent tortures, George said in bed. ("The Further Adventures of Brunhild" by Rebecca Kavalier)

Tom and Grace Carter sat in their living-room on Christmas Eve, sometimes talking, sometimes pretending to read and all the time thinking things they didn't want to think. ("Old Folks' Christmas" by Ring W. Lardner)

When the man came in, carrying the machine, most of us looked up from our drinks, because we had never seen anything like it before. ("The Hour of Letdown" by E. B. White)

The possibility that Dr. Hillebrand was developing kleptomania caused a good deal of pleasure among his younger colleagues — that is, the entire personnel of the Department of Anthropology, including its director, Walter Kilbren. ("The Testing Place" by Oliver LaFarge)

"Now I went and done it," Shorty thought, "here I am about to drown, how and the hell did I ever pull such a dumb one as that?" ("The Death of Shorty" by Richard P. Bissell)

Funeral services for the murdered man were held in the Unitarian church in the little village of St. Botolphs. ("The Jewel of the Cabots" by John Cheever)

Who is there who isn't peddling himself to the devil in some way? ("The Real Meaning of the Faust Legend" by Alvin Greenberg)

When Willis Davis tried to join up with the Henry Street guys, they told him that first he had to knock over Slick's Bar and Grill to show them what kind of stuff he had. ("The Silver Bullet" by James Alan McPherson)

SHORT PLAYS

Language of Puppetry

Objectives

1. To explore the world of puppetry.
2. To create a puppet show using visual and verbal language.

Procedure

1. Show examples of different types of puppets and marionettes.
2. Create puppets from materials such as pantyhose, socks, paper bags, etc. Before making puppet, free write to develop the idea of the character, taking into consideration facial expression, dress, personality, etc.
3. After making the puppet, write a detailed description of the character.
4. Divide the class into groups of three to five students. Each person must introduce his puppet to the other members of the group, giving a detailed description of the character.
5. Together the group will develop a one-act puppet show, using the puppets they have created, keeping intact the individual character of each puppet. Some questions for each group to consider are as follows: What are the relationships among the puppets? What is the setting of the play? What simple props are needed to enhance the play? What is the plot and theme?
6. Each group will produce a script and begin to rehearse. Props and scenery will be made.
7. Each group will present the show to the class. After each presentation, the class members will have a discussion about the effectiveness of the play.
8. Each group will use suggestions of the group to revise and improve their productions.
9. Each group will select an elementary class or community group as an audience for their show and then perform the improved version.

Follow-up activities

1. Perform a puppet show using music and sound effects.
2. Film the puppet show and discuss the differences between the live performance and the T. V. version.
3. Base a new puppet show on some incident from reality.
4. Give a report on the history of puppetry.

Materials

socks, pantyhose, paper bags, thread, yard, buttons, paper, pencil, simple puppet theatre

Vocabulary

script, setting, puppetry, props, revision, marionettes

Source: Deborah Cromer, Pine Ridge Middle School

RÉSUMÉ

John R. Doe
129 Radial Avenue
Bronx, NY 10705
Telephone: (914) 482-3217

OBJECTIVE:

EDUCATION:

ACHIEVEMENTS:

ACTIVITIES:

JOB EXPERIENCE:

1981-

PERSONAL:

REFERENCES:

JOB APPLICATION

PERSONAL INFORMATION

Date _____ Social Security # _____

Name _____ Age _____

Present Address _____

Previous Address _____

Phone Number _____ Own Home _____ Rent _____

Date of Birth _____ Height _____ Weight _____

Married _____ Single _____ Divorced _____

No. of Children _____ Dependents _____ Citizenship _____

EDUCATION AND TRAINING

Name and address of last school attended _____

Dates _____

Circle last year completed - Grade 5 6 7 8 High School 1 2 3 4 Other 1 2 3 4

Special training and skills _____

WORK HISTORY: List below last four employers, starting with last one first.

DATE MONTH & YR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
From _____ To _____	_____	_____	_____	_____
From _____ To _____	_____	_____	_____	_____
From _____ To _____	_____	_____	_____	_____
From _____ To _____	_____	_____	_____	_____

Ever discharged from a job? _____

Ever apply before? _____

Other experience? _____

Ever convicted? _____ If so, please explain _____

HEALTH RECORD

Have you any defects in hearing? _____ In vision? _____ In speech? _____

Any other physical defects? _____

Were you ever injured? _____ Give details _____

In case of emergency notify _____

REFERENCES: Give below the names of three persons, excluding relatives and former employers, whom you have known at least one year.

Name	Address	Business	Years acquainted
1.			
2.			
3.			

In the space below, tell why you applied for this job.

540

GOOD LISTENER BEHAVIOR

A Listening Check List

The list has been removed because of copyright restrictions

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A LISTENING TEST

Instructions: You will hear the directions and questions but once. Follow each carefully and promptly in order to avoid confusion. Do not mark your paper until you are instructed to do so.

1. Write your name, given name first, on the first line next to the left margin.
2. Write "Listening Test" in the center of the second line.
3. Write the date using the name of the month on the top line at the right side of the papers.
4. Write the letters that are omitted in this reading of the alphabet. a, b, c, e, f, g, h, j, k, l, m, n, o, p, r, s, t, v, w, x, y, z
5. Write the number of the hour when both minute and hour hands are in the same position on the clock dial.
6. Write the number of years during which you would have attended school if you had gone to kindergarten.
7. Write the sum of 3, 6, 7, 5, and 2.
8. Write down your age, using words, not numbers.
9. Write the date you were born, giving month, date, and year.
10. Write today's date in figures using dashes between the numbers.

Source: Horry County Curriculum Guide

A GRADING CHART FOR SPEECH EVALUATION

Speaker _____

Topic _____

General Evaluation

Specific Evaluation
(5 represents high
1 represents low)

Grade		5	4	3	2	1
CONTENT	Well-Chosen Interesting Material					
	Clear, Definite Purpose					
	Sources Cited					
DELIVERY	Natural, Sincere Manner					
	Pleasing Vocal Qualities					
	Clear, Distinct Speech					
	Effective Audience Contact					
	Meaningful Gestures					
	Projection of Personality					
LANGUAGE	Appropriate Choice of Words					
	Correct Pronunciation					
	Use of Convincing Words					
	Acceptable Grammar in Keeping With Purpose and Style					

Perfect Score = 75

Total

Source: Horry County

543

SOCIAL CONVERSATIONS: TELEPHONE

Whatever You Say

Name _____

When you are on the job, you may develop your own ways of answering the phone and initiating calls. Which ways are most businesslike? Which ways do you prefer? Here is a chance to find out. Below is a list of responses to various questions about telephone calls. Read each question quickly and mark number "1" beside the response that seems most appropriate to use first. Then go over the questions again. Number each of the remaining responses (2, 3, 4, 5, 6), in the order you might use them. If any of the listed responses seem inappropriate, leave those spaces blank. If you would say something not listed, write your own words on the line marked "Other."

1. If you are working for a company and calling for business reasons, how do you open the conversation?

- _____ Ask for the person to whom you want to speak.
- _____ Mention the name of your company.
- _____ Say why you are calling.
- _____ Give your own name.
- _____ Tell the other person you have urgent business.
- _____ Find out whom you are talking to.
- _____ (OTHER) _____

2. If you are a receptionist for a doctor, how should you answer the phone?

- _____ Ask who is calling.
- _____ Ask the callers to wait, so they know you are busy.
- _____ Give your own name.
- _____ Find out why the person is calling.
- _____ Say, "This is Dr. _____'s office."
- _____ Ask whether the caller is making an appointment.
- _____ (OTHER) _____

3. If you are a manager and you are going to be in an important meeting, what should you say to your secretary?

- _____ "Tell them to call me later."
- _____ "Find out who is calling."
- _____ "Tell them I'm out to lunch."
- _____ "Tell them I'll call back as soon as I can."
- _____ "Ask them to wait and tell me who is calling."
- _____ "Find out why they are calling."
- _____ (OTHER) _____

4. If you are calling prospective customers, what should be your sales approach?

- _____ Describe your company so the customers will trust you.
- _____ Tell the customers you have a great bargain to offer.
- _____ Get to know the customers so you know what will appeal to them.
- _____ Say the customers' names immediately.
- _____ Tell them what you are selling.
- _____ Give them your name.
- _____ (Other) _____

5. If people call to sell you supplies or services, what should you say?

- _____ Ask who is calling.
- _____ Tell them what department they have reached.
- _____ Find out what company they represent.
- _____ Introduce yourself by name.
- _____ Ask them what they are selling.
- _____ Tell them they shouldn't try to sell things by phone.
- _____ (OTHER) _____

6. If customers call to complain about your product, what should you do?

- _____ Ask them what is wrong with your product.
- _____ Tell them your name.
- _____ Find out the names of the callers.
- _____ Ask what department they want.
- _____ Tell them to write a letter.
- _____ Say the name of your company.
- _____ (OTHER) _____

TELEDrama: INTRODUCTION BY PHONE

Name _____

Ninety percent of all business transactions involve some use of the telephone. You can use the telephone as you deal with businesspeople and the public, as you make sales and arrange for your goods or services to be delivered promptly.

When you begin working in an office, you may have some questions about what are the "right" ways to use the telephone. How should I introduce myself? Which calls can I handle myself? Which calls should I refer to my boss or someone else?

Using the telephone trainer in your classroom, you can find the ways that work best for you. As you observe each Teledrama situation, imagine how you would act in each part.

After each situation has been acted out, discuss how it was handled. Try to think of other ways of handling the situation. The more times you use the Business Phone Trainer, the more confidence you will have in your own ability to use the phone easily.

SITUATION ONE:

Applying For a Job

1. Applicant (Use Phone IV, line 2) You have just graduated from high school and are calling the personnel department of WNTZ-TV. You would like to work with the camera crew of the local station and get on-the-job training. During high school, you started a film society. Last summer, you worked with a film crew making documentaries. Write a brief resume that you can refer to while you make your important call. Phone the personnel director of WNTZ-TV at 555-4302.

(SITUATION ONE)

2. Assistant personnel director at WNTZ-TV (Use Phone II, line 2) When the applicant calls, you answer the phone. Your company is looking for a camera operator to work with the news team, and you will train the right person. The personnel director has asked that you screen prospective applicants, and would like to speak to those applicants who seem qualified. When you receive the call from this applicant, find out about his or her background. Then inform the personnel director, over the intercom, about the call.

(SITUATION ONE)

3. Personnel director at WNTZ-TV (Use Phone I, intercom & line 2) Pick up the applicant's call and get to know the applicant as well as you can; provide some information about the job; arrange a time for the interview and end the call. Then call your assistant on the intercom. Ask your assistant to mark the interview date and time and the applicant's name on your appointment calendar.

SITUATION TWO

Referring Calls

1. Secretary (Use Phone II) You are secretary to the elementary school principal. It is your first day on the job, and already you have some decisions to make. First, the principal calls on the intercom asking not to be disturbed. Then a friend calls to chat. While you are still talking to the friend, the president of the P.T.A. calls the office. It's up to you to handle the situation as best you can.

(SITUATION TWO)

2. Principal (Use Phone I) On the intercom, tell the secretary you are not to be disturbed for any reason whatsoever. You are in the middle of preparing a speech for an 8 p.m. meeting of the P.T.A.

(SITUATION TWO)

3. The friend (Use Phone III) Call your friend at the elementary school (555-4302), and discuss a Telephone Trainer course you've been taking recently.

(SITUATION TWO)

4. President of the P.T.A. (Use Phone IV) Call 555-4301. You would like to change the P.T.A. meeting to 7 p.m. and would like to know whether the principal can deliver the speech at that time.

SITUATION THREE:

Aiding the Caller

1. Receptionist (Use Phone II) You are the receptionist in the office of a dentist, Dr. Jaeger. Two patients call and insist on speaking to Dr. Jaeger. The doctor is with another patient and would rather not be disturbed, though both callers need assistance. Decide whether to transfer the calls, or help the callers yourself.

TELEDrama: HOW YOU SAY IT

Name _____

(Situation Three)

2. Comptroller at Wood Makers, Inc. (Use Phone III): Your records show that you received a number of power tools which did not operate properly. These were returned to Precision Tool Company with a request for exchange. The replacement tools have not yet been received, and you do not intend to pay your bill until they are. However, you do not want to lose your good credit rating with Precision.

(Situation Three)

3. Shipping clerk at Precision Tool Co. (Use Phone II): You have the original invoice and the request for exchange, but you have set them both aside. You have been awaiting authorization from the credit department before sending out the replacement tools.

SITUATION FOUR

Handling a Public Relations Problem

The Powers' house is located one block away from the Hubble Rubber Company. In the past week, a dense smoke has been coming from the plant, and soot has been falling in the neighborhood. The Powers call the company to find out exactly what the company plans to do about the problem.

(Situation Four)

1. Mr. & Mrs. Powers (Use Phones III & IV): You will form a citizens' action group, picket the plant, call in the Environmental Protection Agency or sue the company if you don't get a satisfactory response from the vice president. One person should call, and the other can pick up the phone when the call goes through. Using Phone IV, call 555-4302.

(Situation Four)

2. Secretary to the vice president, public relations (Use Phone II): You have fielded numerous calls from irate citizens in the neighborhood. In fact, you have written up a "formal statement" that answers most of their questions, and you are doing your best to protect the vice president from such calls.

(Situation Four)

3. Vice president, public relations at Hubble Rubber Co. (Use Phone I): You, too, live a block from the plant and have been suffering the effects of the smoke. However, you know the company is planning to install pollution control devices within the next month. Until they are installed, you will have to contend with irate citizens.

SITUATION FIVE:

Establishing a Business Contact

The Aria Record Company in Nashville, Tennessee, specializes in Country and Western music. The company would like to get more of its performers on stage to publicize its label. The president of Aria has just heard of the Hoedown Concert Tours, Inc. in Memphis, which sponsors national and international tours for Country and Western singers. The president of Aria calls the manager of Hoedown to discuss the possibility of arranging some tours.

(Situation Five)

1. President of the Aria Record Company (Use Phone II): While you are anxious to promote your company, you want to retain exclusive rights to all recordings. You will expect performers to be well-paid and you would like to get a commission for your own company from these tours. Call Hoedown in Memphis, Tennessee at (901) 555-6831.

(Situation Five)

2. Manager of Hoedown Concert Tours, Inc. (Use Phone III): Your company makes the booking, publicity and travel arrangements for the performer. You do this on a commission basis. However, you reserve the right to record live performances. You are interested in the Aria performers, but you would rather not pay a commission to the Aria Record Company.

SPEAKING: PERSONAL INTERVIEWS

Developing an Oral History Project: A Sample

Sample Discussion Areas for the Interview

An important preliminary consideration for the interviewer is to decide what will be discussed. The following list includes many of the basic subject areas that most interviews cover. This list does not exhaust all possibilities but should help direct both student and teacher.

Subjects to Cover in Each Interview

1. **Childhood Days** — Name and birthplace of parents; number and names of brothers and sisters; age. Land owned by parents; what happened to land; how was it divided? Family life; other childhood memories of what life was like; any remarriages of parents; where brothers and sisters now live; family reunions. Did they grow own food? If so, what? Do they remember periods of scarcity of food? If born in another area, when did they move and how?
2. **Schooling** — Amount parents had; amount brothers and sisters got; schools and teachers; other students; settlement schools; ways schools have changed.

Oral History

3. **Occupations of Interviewee** — housewife, logger, doctor, farmer, merchant, teacher, pharmacist. List all jobs person has worked at and when they worked; when did they have hardest time finding a job; how has the work which they know changed over the years?
4. **Religion** — What sort of churches were in the area? To which did most people in their community belong? What were they like and how have they changed?
5. **Community** — How did it get its name? How and why was it formed in the first place? Major events and activities affecting the community. How has the community changed over the years? Who have been the community decision-makers? What made them the community leaders? Are there minority groups in the community? If so, what group(s) and how have relations been with them? Were some families poorer than others? Did others look out for them? How many people lived in the community? Has population changed greatly? If so, when and why? Where did they go?
6. **Politics** — Any memories of specific elections — local, state or federal? Political leaders in their particular community? How did people tend to vote and why? How has the politics changed over the years? Information about local politicians.
7. **Transportation** — How did people get around? Where did the roads and railroads run? When were the railroads built? When did the first automobiles come in?
8. **Crafts and Customs** — Soapmaking, curing, weaving, chairmaking, local cures, making molasses, searching for ginseng, May apple, and snakeroot; courting then and now; others.
9. **Law Officers and Badmen** — Prohibition, pre-twentieth century, the Depression, Black Bart train robber.
10. **Folktales, Legends, and Superstitions.**
11. **Union Organizing** — When did the union come in? Was it recognized or did it have to fight for recognition? Strikes, with dates. Who were local union leaders? Any memories of national leaders or union organizers? Information on the AFL — how it works, how many men were in it, the quality of the leadership, internal struggles, etc.
12. **Music** — Ballads, songs — encourage interviewees to sing or play a musical instrument if they seem interested.
13. **Depressions** — 1907 and 1930 and **LOCAL HARD TIMES.**
14. **Wars** — Any relatives in Civil War? Recollections of Spanish-American War, World War I, World War II, Korean War, and Viet Nam.

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SCAVENGER HUNT

Reference

1. What is the origin of the word *lunacy*?
2. What countries share a border with India?
3. In a formal dinner setting, where is the dessert spoon placed?
4. If you were going directly south from Detroit, what foreign country would you enter first?
5. What is the major difference between harpsichord and a piano?
6. What is the average annual rainfall in Washington, D. C.?
7. How many black keys are on a piano?
8. Who was the sixteenth president of the United States?
9. What famous literary character said, "Nevermore"?
10. What is the difference between opaque and transparent?
11. Would you like to be kissed by a *dingo*?
12. Is a *roach* a fish?
13. What is a *figure*?
14. How big is the average wart hog?
15. If you turned into a *zygodactyl* person, would you have trouble buying shoes?
16. Draw the Greek letter for E.
17. What colors could you find on an *auk*?
18. What would you do with a bonbon?
19. If you gave your best friend *rubeola*, would he thank you?
20. What do the letters *HUD* stand for in American government?
21. Driving at fifty miles per hour, how long would it take you to go from New York to Boston?
22. Who is the publisher of *Newsweek* magazine?
23. Who was Boccacio?
24. What natural landform is the border between France and Spain?
25. Make this circle piebald:



Source unknown

LIBRARY INTRODUCTION WORKSHEET

It has been said that "Everyone has something that they really want to learn about." What do you really want to learn more about? Baseball? Movies? Dinosaurs? Benjamin Franklin? Select one of these subjects or any other subject of your choice. At the top of your assignment paper state what your subject is. Then do the following:

1. Using the *Reader's Guide to Periodic Literature*, write down the titles of three magazines which deal with the subject you have chosen. For each magazine, state all pertinent information (title of article; author, if stated; volume number; page numbers; date). Do not abbreviate your answers.
2. List one book from the card catalog that has information on your subject. State the title, author, call number, and copyright date.
3. Select a library tool or reference book that has or can lead you to information on your subject. Provide all pertinent information. (For this question, do not use the card catalog or the *Reader's Guide*.)
4. From the information you have obtained through the previous questions, read about your subject in one of the places indicated by your research. Then, in a short paragraph, state three pieces of information that you learned about your subject. (Indicate where you obtained your information.)
5. Using Roget's *Thesaurus* (or similar type book), find two synonyms for each of the two words you used in your paragraph above. Write down the two original words and the synonyms for each.
6. Using Bartlett's *Quotations* (or a similar book of quotations), find and write down one quote that you like on the subject of "books," "education," "school," or "study." Be sure to state the name of the person whose quote you selected. (Find out what *ibid* means if you don't know already.)
7. Look over the magazines in the library. Select one that appeals to you and read one article in it. Write down the magazine, date, page number, and a brief summary of your article.
8. In addition to the library tools and reference works you used for this assignment (*Reader's Guide*, card catalog, etc.) state three other tools or reference works in this library that you might have used to investigate your subject. Be prepared to show me these materials and to explain how they could assist you.
9. Introduce yourself to one of the librarians. If you have a question about the library, ask for assistance. You may be surprised at how helpful they can be. Ask the librarian to sign your assignment paper.
10. Take out from THIS library one book — nonfiction or fiction — on any subject that you might like to read about. **BRING THIS BOOK TO CLASS TOMORROW.** On your assignment paper, write the title and author of your book. Don't forget to bring the book to class.

THREE TYPES OF CATALOG CARDS

AUTHOR CARD

F	 Corbett, Scott
Corbett	The discontented ghost, by Scott Corbett, New York: E. P. Dutton, c1978. 180p. illus.

TITLE CARD

F	The discontented ghost. Corbett, Scott
Corbett	The discontented ghost, by Scott Corbett. New York: E. P. Dutton, c1978. 180p. illus.

SUBJECT CARD

F	GHOST STORIES Corbett, Scott
Corbett	The discontented ghost, by Scott Corbett, New York: E. P. Dutton, c1978. 180p. illus. 550

STEPS IN THE SQ3R METHOD

Survey the material for clues to content and organization.

- a. Major headings starting each section
- b. Topic sentences, including statements in italics or boldface type
- c. Subpoints in an outline and (any "listing" device)
- d. Pictures, charts, diagrams, maps (illustrative material)
- e. Introductory and summary paragraphs

2. Formulate questions during the survey step to guide the reader's thinking.

- a. Ask questions based on headings in each section.
- b. Use any study guides provided by author or teacher.

3. Read to answer your questions.

4. Recite to check comprehension and to utilize information.

- a. Write brief summary statements to questions in step 2.
- b. Discuss ideas orally in class.
- c. Organize major points and key phrases in outline form.
- d. Utilize study techniques which have proven effective for you — such as underlining key sentences, taking brief notes, restating ideas in different words, etc.

5. Review for immediate and delayed recall.

- a. Reread notes to recall major points.
- b. Utilize quizzes to check memory for details.
- c. Test your answers to questions in step 2.
- d. Utilize skimming and scanning techniques to refresh memory and distribute learning.

SHORT CAREER PROJECT

Job _____

Name _____

Purpose: The purpose of this project is to encourage you to think about a job you might eventually like to have and to direct you to get information about this job.

ALL FINAL RESPONSES ARE TO BE WRITTEN IN COMPLETE SENTENCES IN INK.

I. The job:

1. Job Description
2. Educational requirements or training (if possible, tell where this training is available).
3. Special Requirements
4. Salary/Benefits
5. Hours of Work
6. High School Courses and Activities (to help you in job preparation).
7. Licensing, Unions, Organizations
8. Attractive Features
9. Personal characteristics necessary for this job.
10. Working Conditions
11. Job Future
12. Related Occupations or Fields
13. Disadvantages
14. Places to write for more information
15. Write a 100-word summary of why you would be interested in such a job, why this job would suit you, what you will do in the future about getting such a job, and what you are doing now to help yourself prepare for this job.

II. Resources (You must have at least four.)

A. Card Catalogue

call number
title
author
publisher, city
date

B. Pamphlet File

file title
article title
author
page numbers

C. Encyclopedia

title of article
title of encyclopedia
volume number
publisher
date
page numbers

D. *Reader's Guide to Periodical Literature*

title of article
author
title of magazine
date, page numbers
title of article
author

- III. Find a want-ad in any newspaper that seems to call for a job you are interested in. Copy the ad. (If it's too long, shorten it.) Then write a business letter, applying for the job. Assume you are qualified for the job and no longer in high school. Follow the form below.

6519 Park Avenue
Columbia, South Carolina 29209
November 17, 1982

Mr. Tom Birdsall
Seibels Bruce, Inc.
157 Greystone Boulevard
Columbia, South Carolina 29210

Dear Mr. Birdsall:

Sincerely yours,

Billy Jo Franklin

- IV. For additional credit, you may choose to interview someone who already has this job. Write a summary of the job as the person describes it, tell where he/she works, how long they've been employed there, how they got the job, etc., as well as the date of your interview.

PRACTICE IN ANSWERING QUESTIONS:

Directions: Re-write the following sentences as though you were going to answer the questions. Do not answer the question; instead write only the first 6-8 words of the answer.

1. What is the capital of West Virginia?
2. Name the parts of an atom.
3. Who was the first governor of South Carolina?
4. What were the causes of the Civil War?
5. Where is Buenos Aires located?
6. What is 23 divided by 15?
7. What is the difference between an optometrist, optician, and ophthalmologist?
8. According to the preamble to the Constitution, what are the rights guaranteed U. S. citizens?
9. If two drivers live 50 miles apart and leave their homes at the same time, driving toward each other, how long will it take them to meet if driver A is traveling 60 miles per hour and driver B is traveling 55 miles per hour?
10. Explain the term *photosynthesis*.

Directions: Below are some brief answers. Write out the complete question that was probably asked before these answers were given.

- | | |
|------------------------------|----------------------------------|
| 1. 5,280 feet | 9. 28 days |
| 2. asphalt | 10. 18 years old |
| 3. a yard | 11. just add water |
| 4. Richard Nixon | 12. two weeks in advance |
| 5. blue and gray | 13. 100 centigrade |
| 6. 27 - 10 | 14. as soon as the soil warms up |
| 7. by mixing blue and yellow | 15. "Ask your mother." |
| 8. Thursday, second period | |

PLEASE WRITE YOUR ANSWERS ON THIS SHEET.

- I. Below each question, write your answer. Go only as far as the verb.

1. Where is the Nile River?
2. If two boys can eat six candy bars in one hour, how many candy bars can they eat in four hours?
3. If brown eyes are dominant, how is it possible that my sister and I have blue eyes when our parents both have brown eyes?
4. What three things should a jogger remember when he's trying to set a new speed record?
5. What made Mario desert his wife of fifteen years, their seven children, four dogs, and home in the suburbs for the daring Natasha whose kinship with underworld characters was undisputed?

II. In this section, write a complete question that matches with the answers that are given. Be sure to begin with a capital letter and to end with a question mark. Use your imagination. This is a test of your creativity.

1. Up in the attic.
2. Only if no one catches you.
3. When you grow up.
4. Nothing.
5. Because I said so.

RESEARCH

Double Delight

Skills covered: reference and fact-checking skills

Preparation and materials: Model Spirit Master 16 on pages 77 and 78; one-inch squares of paper numbered 1-100

Introduction: Sometimes teachers dread the chaos of the day before vacation. The day need not be a disaster. DOUBLE DELIGHT can fill the time and exercise reference skills at the same time.

Procedure: On the day before the game will be played (the second day before vacation), pass out the list of one hundred famous pairs (Spirit Master 16). Tell students to identify briefly as many pairs as possible by the next class. Tell them about any key reference volumes in the library that might help, as well as any books they might have at home. Do stress that older relatives and friends will be an excellent source. Grandma may remember Vernon and Irene Castle. Grandpa may have heard of Frick and Frack. If you want to personalize the list, substitute some famous pairs from school — dating couples, the associate principals, etc. You may even add the names of local business firms or famous street intersections, especially if they sound like people's names.

On game day, divide the class into two teams. Tell students they may use their research notes during the game. Put the numbered paper squares into a box or can at the front of the class. Students come to the front of the room in pairs to identify the pairs of the number they draw from the box or can. Only the two players can answer; coaching from other team members will disqualify the players.

To begin play, the first pair of players from one team draws a number. Whatever pair on the sheet has the same number is the pair they have to identify. They may confer with one another, but only one answer is allowed. If they are correct, their team gets one point and the number is returned to the can to be drawn again.

After a pair of players from one side has had a turn, two players from the other side come forward and repeat the process. The pairs should take turns in rotation so all team members participate. You may add variations during the game to keep interest going. State that at a certain time on the clock, the bonus rule will go into effect. At that time, any pair answering correctly will have the option of drawing again for another try. Penalties might be invoked for a team missing three in a row. The variations are many.

Follow-up: The game will easily last a class period. You can promise a rematch before vacation if students will supply names of pairs to replace those already used.

Source: Bramer, *Desperation Day Book*

MODEL SPIRIT MASTER 16

Double Delight

Identify as many of the pairs listed below as you can. Use dictionaries and encyclopedias; ask friends, parents, grandparents, neighbors, or anyone except the teacher.

- | | |
|-------------------------------|--------------------------|
| 1. Christopher & Winnie | 34. Romeo & Juliet |
| 2. Smith & Wesson | 35. Ike & Tina |
| 3. Gilbert & Sullivan | 36. Wilbur & Orville |
| 4. Victoria & Albert | 37. Bobbie & Billie Jean |
| 5. Perry & Della | 38. Dante & Beatrice |
| 6. Minnehaha & Hiawatha | 39. Martin & Lewis |
| 7. Marge & Gower | 40. Tristram & Iseult |
| 8. Don Quixote & Sancho Panza | 41. Isabella & Ferdinand |
| 9. John & Abigail | 42. Jem & Scout |
| 10. Chad & Jeremy | 43. Sgt. Preston & King |
| 11. Sears & Roebuck | 44. Whimsey & Bunter |
| 12. Irene & Vernon | 45. Johnson & Johnson |
| 13. Franny & Zooey | 46. Mary & Percy |
| 14. Dagwood & Blondie | 47. Steve & Edie |
| 15. Antony & Cleopatra | 48. Cyrano & Rosalind |
| 16. Simon & Garfunkel | 49. Ozzie & Harriet |
| 17. Barnum & Bailey | 50. Lyndon & Lady Bird |
| 18. Flatt & Scruggs | 51. Tweetie & Sylvester |
| 19. Lerner & Loewe | 52. Briggs & Stratton |
| 20. Leopold & Loeb | 53. Cheech & Chong |
| 21. Archy & Mehitabel | 54. Jekyll & Hyde |
| 22. Huntley & Brinkley | 55. Mary & Joseph |
| 23. Martini & Rossi | 56. Bonnie & Clyde |
| 24. Lone Ranger & Tonto | 57. Franklin & Eleanor |
| 25. Tracy & Hepburn | 58. Burns & Allen |
| 26. Jeanette & Nelson | 59. Marquette & Joliet |
| 27. Napoleon & Josephine | 60. Roy & Dale |
| 28. David & Goliath | 61. Adam & Eve |
| 29. George & Ira | 62. Batman & Robin |
| 30. Bert & Ernie | 63. Archie & Edith |
| 31. Hans & Fritz | 64. Laurel & Hardy |
| 32. Abbott & Costello | 65. Masters & Johnson |
| 33. Tommy & Dickie | 66. Frick & Frack |

(Some names have more than one correct spelling.)

OTHER REFERENCE MATERIAL

(Name)

Here is a list of the authors whose stories we have been reading. Using *Contemporary Authors*, *Current Biography*, *Twentieth Century Authors*, *Who's Who in America*, *Something About the Author*, *Dictionary of American Biography*, *European Authors*, *British Authors*, *American Writers*, and *British Writers* answer the following questions about one (1) of the authors listed below:

Victoria Holt
Barbara Ferry Johnson
Robert Silverburg
Ray Bradbury
Isaac Asimov
Kurt Vonnegut, Jr.
Taylor Caldwell

AUTHOR: _____

1. What kind of formal education did the author have?
2. What kinds of jobs has the author had?
3. This person is well-known for what works of fiction? (Give three titles).
4. What year was the author born?
5. Describe one unusual or interesting fact about this person.
6. If you wanted to write to this person (provided, of course, the author is still alive) what is the mailing address?
7. How many books has this person written? (As of the date your biography reference source was printed.)

OUTLINING

Sharpen your organizational skills by tackling the following three problems —

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Source: Writing Practically, Berbrich
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HOW TO TAKE THE COPYING OUT OF REPORT WRITING

Five encyclopedia activities that spark creative thinking and original writing.

By Murray Suid

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ANSWERING ESSAY QUESTIONS

Understanding the Question

Name _____

- A. For each of the following questions, underline the key words. Then, in your own words, state precisely what the question is asking you to do.
- B. Next, describe your plan of attack:
1. What type of material is called for (facts, statistics, your opinion, opinion of others, etc.)?
 2. In what order will you present your material (chronological, climactic, etc.)
 3. What will you do in your first paragraph, second paragraph, third paragraph, etc.?

WRITE ALL ANSWERS IN COMPLETE SENTENCES.

1. Compare and contrast the governments of the city states of Athens and Sparta.
 - A.
 - B. 1.
 - 2.
 - 3.
2. What factors contributed to the death of the man in Jack London's short story "To Build a Fire?"
 - A.
 - B. 1.
 - 2.
 - 3.
3. Leading economists differ as to the causes of inflation. Identify the economists we have recently studied and state their views. With whose theory do you agree and why?
 - A.
 - B. 1.
 - 2.
 - 3.
4. Describe the accident in which you were involved.
 - A.
 - B. 1.
 - 2.
 - 3.

5. Define the term "vestigial organ." Describe at least three vestigial organs in the human body and explain the former function of these organs.

A.

B. 1.

2.

3.

6. Whether to censor literature in a society has been a problem in many countries. Explain the 1973 Supreme Court ruling on censorship in the U. S. and the current jurisdiction of local communities in this matter.

A.

B. 1.

2.

3.

7. In the biography *Brian Piccolo: A Short Season*, what was Brian Piccolo's attitude when he discovered he had cancer and when he discovered he was dying? If you were dying of cancer would your attitude be the same as his? Explain.

A.

B. 1.

2.

3.

TO HELP STUDENTS UNDERSTAND ESSAY QUESTION TERMS

- Compare** Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.
- Contrast** Stress the dissimilarities, differences, or unlikenesses of things, qualities, events, or problems.
- Criticize** Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.
- Define** Give concise, clear, and authoritative meaning. Don't give details, but make sure to give the limits of the definition. Show how the thing you are defining differs from things in other classes.
- Describe** Recount, characterize, sketch, or relate in sequence or story form.
- Diagram** Give a drawing, chart, plan, or graphic answer. Usually you should label a diagram. In some cases, add a brief explanation or description.
- Discuss** Examine, analyze carefully, and give reasons pro and con. Be complete, and give details.
- Enumerate** Write in list or outline form, giving points concisely one by one.
- Evaluate** Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree, your personal evaluation.
- Explain** Clarify, interpret, and spell out the material you present. Give reasons for differences of opinion or of results, and try to analyze causes.
- Illustrate** Use a figure, picture, diagram, or concrete example to explain or clarify a problem.
- Interpret** Translate, give examples of, solve, or comment on, a subject, usually giving your judgment about it.
- Justify** Prove or give reasons for decisions or conclusions, taking pains to be convincing.
- List** As in "enumerate," write an itemized series of concise statements.
- Outline** Organize a description under main points and subordinate points, omitting minor details and stressing the arrangement or classification of things.
- Prove** Establish that something is true by citing factual evidence or giving clear logical reasons.
- Relate** Show how things are related to, or connected with, each other or how one causes another, correlates with another, or is like another.
- Review** Examine a subject critically, analyzing and commenting on the important statements to be made about it.
- State** Present the main points in brief, clear sequence, usually omitting details, illustrations, or examples.
- Summarize** Give the main points or facts in condensed form, like the summary of a chapter, omitting details and illustrations.
- Trace** In narrative form describe progress, development, or historical events from the point of origin.

Source: Dennis Hannon; used in Wappingers Falls Central Schools

FILM — VIEWING

Name of film _____ Producer _____

Length _____ Color _____ Black and White _____

I. 1. Motion was created by:

- | | |
|-------------------------------|----------------------------|
| _____ a. motion of subject | _____ c. motion of camera |
| _____ b. motion of background | _____ d. motion of editing |

(Note: If one method was used predominantly, place a check mark opposite the appropriate category. If two or more methods were used equally, place a check mark opposite each such category. If two or more methods were used but their use varied quantitatively, rank them by placing one, two, three or four check marks opposite the respective categories.)

2. Indicate one incident in the film which illustrates the predominate use of one of the above _____

3. Why do you feel this method of creating motion was used? _____

II. 1. Sound was created by:

- | | |
|------------------------------|--------------------------------|
| _____ a. dialogue | _____ c. music |
| _____ b. environmental sound | _____ d. period of void; other |

(See Note, section I, 1 above for directions.)

2. Why do you feel this method was used? _____

III. Indicate how this film makes use of:

- a. angle _____
- b. lighting _____
- c. color _____
- d. distance _____

IV. What do you think was the intent of the film maker? _____

V. What "key word" would you use to describe best the theme of this film? _____

BASIC FILM TERMINOLOGY

I. The Visual Component

A. The Parts of a Film:

1. Frame — a single picture on a length of film.
2. Shot — a strip of film exposed with the camera running continuously.
3. Scene — a series of shots showing action in one location.
4. Sequence — a series of scenes of shots making up a phase in the development of the film story.

B. Transition:

1. Cut — instantaneous transfer from one shot to the next.
2. Dissolve — gradual merging of the end of one shot into the beginning of the next.
3. Fade-in — gradual emergence of a shot out of darkness.
4. Fade-out — shot gradually disappears into darkness.
5. Wipe — line appears to pass across the screen pushing off the first shot and revealing the next.

C. Variations:

1. Cut-away — shot that temporarily draws the spectator's attention away from the main action — e.g., crowd reaction at a football game shown in a shot placed between shots of the game itself.
2. Editing (cutting) — the process of assembling the shots into their final order and of cutting them to their final length.
 - a) Continuous time.
 - b) Parallel time (cross-cut)
 - c) Accelerated time (jump-cut).
 - d) Decelerated time
 - e) Previous time
 - f) Conceptual time (relational editing).
3. Montage — the process of "creative" editing. Also a series of shots dissolving one into the other to suggest a passage of time, journey, etc., "Quick cutting." In French, it simply means "cutting."
4. Take — a single recording of a shot; and out-take and shots not used in final film.
5. Superimposition — one shot appears on top of another.

D. Camera Perspective:

1. Camera angle — angle from which the camera views subject.
 - a) High Angle — camera looks down on subject.
 - b) Low Angle — camera looks up on subject.
 - c) Flat Angle — camera is on same plane as subject.
2. Camera Distance — distance between camera and subject.
 - a) Long Shot (LS) — shows the subject at a distance. Also known as the establishing shot since it shows the subject in relation to his general surroundings.
 - b) Close Shot (CS) — or Close Up (CU) — shot taken close to a subject and revealing detail.
 - c) Medium Shot (MS) — between CU and LS — shows subject in relation to some immediate surroundings (waist up).
(variations include MLS, MCU, ECU — extreme close up.)
3. Camera Movement
 - a) Pan (panning) — tripod remains in place, but camera rotates from left to right or right to left; swish pan — very fast pan.
 - b) Tilt (vertical pan) — tripod remains in place but camera pivots up and down
 - c) Zoom — camera remains in place but seems to move quickly toward or away from subject because of action of zoomer lens.
 - d) Dolly (truck) — the camera itself moves on tripod toward subject or away from subject.
 - e) Travel (tracking) — camera moves on tripod parallel to moving object (Follow-shot — camera on a truck, auto, crane, helicopter).
 - f) Boom camera dips toward subject from any angle; camera is usually mounted on end of hydraulic arm.
4. Camera Lens
 - a) Depth Photography — foreground, middle ground, and background all shown with equal clarity.
 - b) Zoom — camera remains in place but seems to move quickly or slowly toward or away from subject of action of zoomer lens.
 - c) Soft-focus — part of image is hazy or fuzzy.
 - d) Wide-angle.

- E. Lighting
 - 1. High Key
 - 2. Medium Key
 - 3. Low Key

II. The Audio Component

- A. The Sounds of a Film
 - 1. Human speech
 - a) Dialogue — speech between characters in the film.
 - b) Monologue — either exterior or interior speech by one person.
 - c) Commentary — descriptive talk accompanying film.
 - 2. Sound Effects — noises connected with the action being pictured (or sometimes action off screen.)
 - 3. Music
 - a) Realistic — music which is part of action — a band in a night club scene.
 - b) Functional (background) — music added to produce an emotional effect or to provide continuity.
 - 4. Silence
- B. The Mechanics of Sound
 - 1. Sound Track — narrow path on a length of film carrying the sound recording.
 - a) Optical track — sound track on which waves have been converted to photographic images. Beam of light in projector converts them back into sound.
 - b) Magnetic track — sound track on which sound waves are electronically recorded on an iron oxide tape.
- C. Variations:
 - 1. Sound Speed — film projected at 24 frames per second (16mm).
 - 2. Silent Speed — film projected at 16 fps (16mm).
 - 3. Dubbing — process of re-recording the sound track of a film either to add the voice of an actor to his own image or to substitute another voice; to change voice quality or language.

Source unknown

FILMMAKING

Now Playing the Movie Game

Have you ever thought you'd like to be in on the making of a movie? Here's a classroom game that will give you a chance to go through the motions of creating a film. It's fun, and it can help you learn a lot about the art of filmmaking. If your school has a movie camera, you might even be able to turn this game into a "reel" reality.

This activity has been removed because of copyright restrictions

Source: Scholastic Voice (3/12/73)

CLAY ANIMATION

The most popular form of 3-dimensional animation for beginning filmmakers is clay animation. The classic 16mm clay animation film, "Clay, Origin of the Species" is a must (Contemporary Films) if you want a finished product to show which was done professionally. The fun of it is that kids can do just about as well as the professional.

This activity has been removed because of copyright restrictions

Reprinted with permission of Stan Woodward, filmmaker, S. C. Arts Commission

SHOOTING A LIVE-ACTION FILM

I. Film Idea

Film ideas are all around you — no matter who you are or where you live. Remember:

- A. Can idea be expressed in pictures?
- B. Is it simple?

II. Planning the shots

A. Types (see hand-out)

- 1. Long shot (LS) — sets the scene, tells where you are.
- 2. Medium shot (MS) — shows specific subject in scene.
- 3. Close-up (CU) — calls attention to subject's face or particular detail. (Generally neglected by amateur filmmakers, this shot adds so much. It should be used frequently.)

B. Continuity

- 1. One shot flows smoothly into next.
- 2. Subjects move in same direction in a sequence.

III. Scripting

IV. Time Estimate

- A. Shooting — Approximately 8 hours of work for 10 minutes of "good" film.
- B. Processing — Film is returned from one week to 10 days from processor.
- C. Reshooting and titles.
- D. Editing time — 2 to 3 times as long as shooting.

V. Cost

- A. Film and processing (postage).
- B. Editing supplies.
- C. Replacement bulbs and batteries for equipment.
- D. Recording tape.

VI. Shooting

- A. Always use tripod.
- B. Angles — high, low or eye level. Avoid *flat angles* (camera parallel and on same level with object). Use oblique angles.
- C. Length of shots (vary them)
 - 1. Long shot — 10-13 seconds
 - 2. Medium — 8-10 seconds
 - 3. Short — 2-5 seconds(Short shots are exciting and denote fast action. Long shots are plodding and denote slow action).
- D. Panning means to move the camera horizontally. It is used to follow a moving object. Don't move the camera across action; let action move across stationary camera.
- E. Tilting — vertical pans
- F. Zoom — the lens on some cameras that can be moved from wide-angle to close-up and vice-versa. (See instructions that come with camera.)
- G. Titles
- H. Lighting (see hand-out)

VII. Editing

- A. Splicing — cutting to put shots in correct order.
- B. Rough cut — shots in approximate sequence.
- C. Final cut — shots in sequence and correctly timed (shortened scenes that move too slowly, cut out scenes that are unnecessary.) *Don't* be afraid to throw away poor shots and scenes.

VIII. Sound

Record appropriate music on tape to accompany film.

Source unknown

PROCESS DOCUMENTATION

The following guide suggests some general applications of half-inch video that might find use in various art projects. The objective here is to integrate video *into* a particular program and employ the results of its use for documentation purposes, rather than keeping the video on the outside of the program, looking in. This "process documentation" presents products of a program instead of products *about* a program.

The following activities are only springboards. They are intended to get you to thinking about other ways in which video might be utilized in your projects. Feel free to doodle and fill in all unused spaces.

I. Video Monologues

One of the easiest, most powerful ways to use video is to simply frame an individual's face in the viewfinder, hand him/her a microphone and let them talk. Facial gestures are recorded which would be lost in an audio tape; the camera can be left running until the person feels comfortable with the taping.

- Tape a child reading her/his poetry; several of these strung together become a video poetry magazine.
- Tape participants in various programs expressing their views on the programs. A video evaluation.
- Tape statements from program participants, community people, etc., voicing their opinions on art, how they would define it and what significance it has for them.

II. Video Postcards/Snapshots

Video can be used to take quick and easy "moving pictures" around a community which can then be used for a variety of purposes.

Video pieces can study unusual buildings, monuments, "scenic" views of a town. These studies, usually produced initially by an artist or someone familiar with the equipment, can focus on forms and shapes which may usually be ignored. The side of a building framed in a certain way becomes a piece of abstract art. Individuals then have the fun of figuring out what is being taped, finally recognizing a familiar form in a local landmark — a form they've seen everyday, but never really focused on. These pieces can serve as stimuli for drawing or painting classes, or for other "video art" works done by the residents themselves.

These exercises could lead to a short community-produced, highly visual view of a town. Such a community self-portrait could be very useful to new artists in an area or to anyone who wants to know something about a specific program locale.

III. Manipulating Media (Audio Dubbing)

Half-inch video has built into its hardware the ability not only to simultaneously record sound and picture, but also to automatically synchronize them. Using the audio dub capacity of a porta-pak, the audio and video can be manipulated and rearranged to make certain aspects of taped activities stand out in contrast. This can provide individuals with new ways of looking at what they do and how well they communicate with others.

- Tape an individual's work (pottery, sculpture, drawing, etc.). Isolate and feature various outstanding and interesting areas of the work, shooting from various angles and distances, letting the individual suggest what areas are important. Then, while playing the tape back through a monitor, let the person dub a sound track on the tape in which he or she describes the work, what it represents, why they chose to depict things the way they did, how they feel about it.

IV. Video Games

Video can allow individuals to see themselves and their actions from a different perspective, either alone or as a part of a group. Below are a few activities constructed for that purpose. These exercises can be used in a classroom or with community groups.

- The taping starts with the camera on one person who begins to tell a story. One person in the group is designated the leader, and it is that person's job to stop the storyteller whenever she wants to and point to another member of the group who must continue the story. When all have contributed the tape is replayed.
- This project might be most successful with young children who are learning how to use their bodies to convey their feelings. Get a group of kids in the middle of a room and position the camera where everyone can be videotaped. When everyone has their eyes closed, the teacher can make suggestions: "Imagine that you are pleased with yourself...that you are lonely...that you are angry, etc." Then play the tape back for everyone.

THE OBJECTIVES OF PERSPECTIVE

Objectives

1. To provide the opportunity for students to discover the rules of perspective.
2. To communicate through writing what is understood about perspective.
3. To create works of art which use the rules of perspective.

Procedure

1. Prepare slides of the following works of art: "The Last Supper" by da Vinci, "The Last Supper" by Dirk, "The Annunciation" (Byzantine), "The Annunciation" (Flemish Altarpiece), "Christ Delivering the Keys to St. Peter" by Perugino, and various works by Chirico and Utrillo. (Most of these can be found in Gardner's *Art Through the Ages*.) Discuss similarities and differences in paintings. In the discussion, direct attention to the elements of perspective. Students should be able to formulate simple rules of perspective.
2. Show slides which exemplify the following rules of perspective: a. big-little, b. low-high, c. detail-basic shape, d. clear-out of focus, e. distinct color-gray, f. over-lapping, g. converging lines.
3. Formulate rules through students' observation and discussion.
4. Each student will find a magazine picture photograph, or copy of a famous painting and will free write about the picture in terms of what is understood about perspective.
5. Students will then draft and revise what they have written so that it can be used as a teaching tool for other students.
6. Show students prints or slides of landscapes by Dali, Magritte, or Chirico.
7. Using pictures of objects cut from magazines, students will create a surrealist landscape. They should use a minimum of five objects, placing them accordingly to the rules of perspective.
8. Students will free write a description of their landscapes, explaining the relationships among the objects.
9. The landscapes will be displayed on a wall or bulletin board. Students will be asked to read their free writing to the class and the audience will be asked to match the description to the landscape.
10. Based on students' responses, the free writing will be revised to form a final product which will be displayed beside the corresponding landscape.

Follow-up activities

1. Students will make a folder containing examples of perspective, found or original.
2. Students will teach the concept of perspective to another student using the materials they have created.
3. Trace the development of perspective, illustrating the history.

Materials

prepared slides, examples of rules of perspective, paper, pencil, paints, magic makers.

Vocabulary

perspective, surrealism, landscape, relationship

Source: Deborah Cromer, Pine Ridge Middle School